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ABSTRACT

The product of a three-year adult education teacher training project conducted for Florida's adult educators, this guide is designed to assist planners, facilitators, evaluators, and administrators of staff development programs for adult education teachers to design and conduct effective personal and professional learning experiences. It provides alternatives for teacher training workshops and seminars, and also includes alternatives and recommendations for the staff developer. The first section outlines considerations for planning and conducting learning activities. The middle section includes 25 learning activities appropriate for adult education teacher learning. Topics of the learning activities include self-assessment and problem-solving techniques, community development, curriculum design, instructional skills, and interpersonal relationships. The final section relates to assessing staff needs and perceptions. References and an "Adult Educator Self Assessment Inventory" are included. (KC)

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ALTERNATIVES FOR STAFF DEVELOPMENT OF ADULT EDUCATORS

Developed by

Florida Adult Educators

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PURPOSE

THIS GUIDE IS DESIGNED TO ASSIST PLANNERS, FACILITATORS, EVALUATORS, AND ADMINISTRATORS OF STAFF DEVELOPMENT PROGRAMS FOR ADULT EDUCATION TEACHERS TO DESIGN AND CONDUCT EFFECTIVE PERSONAL AND PROFESSIONAL LEARNING EXPERIENCES. IT PROVIDES ALTERNATIVES FOR TEACHER TRAINING WORKSHOPS AND SEMINARS. IT MAY ALSO SERVE AS PROVOCATION FOR THE DEVELOPMENT OF OTHER ALTERNATIVES.

SPECIAL ACKNOWLEDGMENTS

This guide was prepared through teacher training workshops funded as part of a teacher training project. A major objective of this project was to provide professional learning opportunities by involving adult education teachers in the development of materials that could impact the future staff training of other adult educators. This guide was developed by teachers.

The project staff thanks the adult educators listed below for their individual and collective contributions to the development of this guide.

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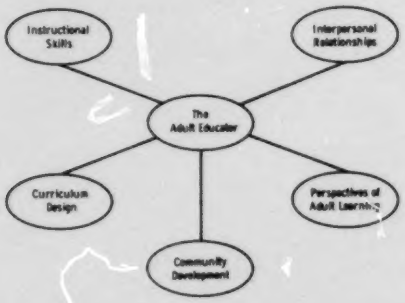

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PREFACE

Staff development is essential for the effective delivery of adult education services to meet community needs. It is important because programs change in response to community needs. The rapidly changing nature of our society paces the responses of adult education programs. Staff development is a means to assist adult education teachers to adjust to program changes and responses.

This document is the product of a three-year adult education teacher training project conducted for Florida's adult educators. It represents a great deal of involvement and facilitation. It is a product of concerted staff development activities involving teachers representing one-third of Florida's adult education programs.

The project initially involved teachers to identify competencies of an adult educator. These competencies were guides for other adult education teachers to develop a self-assessment inventory. The competencies were also guides for other teachers to develop professional learning activities.

Teachers were involved in all aspects of the staff development activities that produced the competencies, the self-assessment inventory and this guide. The results of this involvement included professional growth and the development of quality products.

Adult education is a program that is based on needs identified through processes involving adult learners throughout the community. The staff development activities represented here were developed with a high level of teacher involvement. These activities represent a response to teacher-perceived staff training needs.

The process employed in the development of this guide modeled techniques that are effective for adult educators to use to access the community, identify needs, validate needs and design programs to address needs. Teachers and administrators involved in this process have enhanced their program and community development techniques.

It is our hope that this material will enhance your personal and professional growth as you assist adult education teachers to grow.

Arthur W. Burrichter, Ed.D.

Daniel L. Gardner

ACKNOWLEDGMENTS

Staff development is best accomplished when the needs and interests of those involved are considered. This training guide was developed through a process that considered the needs and interests of both adult education teachers and teacher trainers. It was developed by involving teachers in learning activities to develop the activities contained herein. The process also involved program administrators and staff developers in planning, conducting and evaluating the learning activity workshops.

The project staff thanks the members of the project advisory committee, program administrators and teachers for their participation and contributions.

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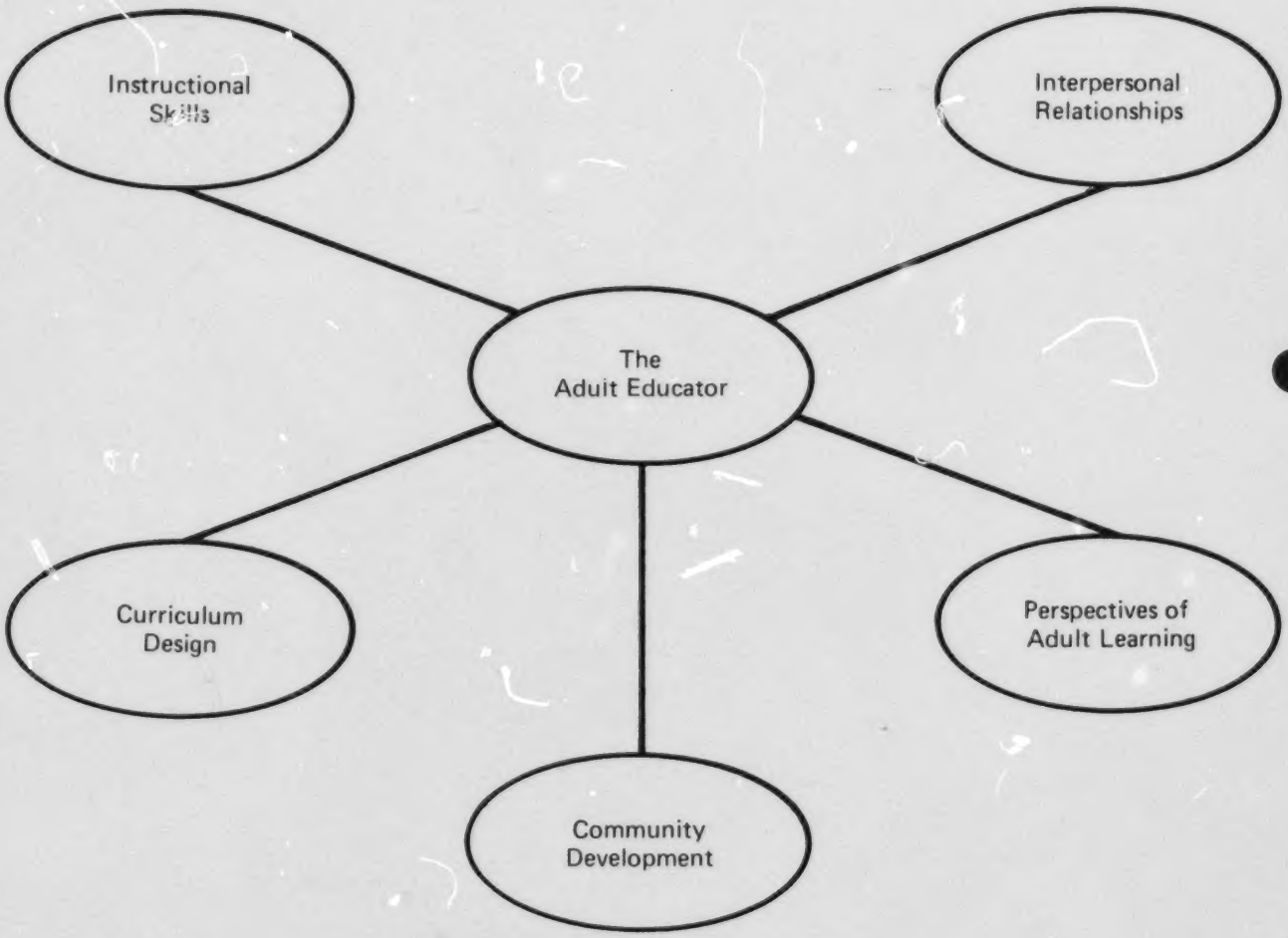
LIFELONG LEARNING IS

PERSONAL AND PROFESSIONAL GROWTH



A commitment to Adult Education is a commitment to learning for self and others.

INTRODUCTION

We live in a rapidly changing world. Each day we are confronted with changes in our lives. These result from different environmental conditions, economic influences, personal learning, governmental influences, population shifts, political changes and urban stresses. Changes in our world support the need for adult education. Individuals want to learn in order to improve the quality of their lives and to adjust to the changing nature of society.

Adult education is a response system to changes in our world. Programs change to keep pace with community needs. New programs are implemented to address community problems. The dynamic nature of adult education programs presents administrators and teachers with demands for flexibility and responsiveness. Programs need built-in processes or mechanisms that enable professionals to learn and adjust. Staff development is such a process or mechanism.

Adult education teacher training or development is an essential part of the adult education program, itself. Many persons teach adult learners on a part-time basis. Some teach adults for specific personal reasons. Some teach adults as a result of a commitment to adult education as a profession. All of these teachers are faced with changes in their professional responsibilities and personal lives.

The goal of this document is to promote and enhance staff development processes for adult education teachers. It is designed to assist planners, facilitators, evaluators and administrators of staff development to design and conduct effective personal and professional growth experiences. It may also serve as a provocation for the development of other alternatives.

This guide includes alternatives and recommendations for the staff developer. One section outlines considerations for planning and conducting learning activities. Another section includes twenty-five learning activities appropriate for adult education teacher learning. The final section relates to assessing staff needs and perceptions.

This guide will assist staff developers to recognize that they are adult education teachers, themselves.

STAFF DEVELOPER COMPETENCIES

1. Assess staff learning needs.

2. Develop goals and objectives.

3. Organize the teacher training curriculum.

4. Develop conditions that facilitate learning.

5. Develop effective working relationships with teachers.

6. Use effective instructional methods.

7. Recognize participant contributions.

8. Assist individual adjustment to change.

9. Understand the purposes of adult education in the community.

10. Demonstrate a commitment to life-long learning.

THE TEACHER IS THE LEARNER

Program implementation, staffing and improvement are prime considerations of the adult education administrator. Programs represent responses to community needs. Community needs change and program responses change. This dynamic nature of adult education increases the need for effective staff development.

Adult education is a means of assisting adults to adjust to the changing nature of our society. Learners discover options and develop new skills that enable them to learn about themselves. This enables them to take charge of their lives and effectively function in a changing society. This is the essence of life-long learning.

As adult education programs change in response to community needs, the expectations and needs of adult education teachers change. This supports the need for ongoing personal and professional growth opportunities. The staff developer's goal is to assist adult education teachers to learn in order that they may effectively invite adult students to learn. A staff development program for adult educators should keep pace with changes in program needs, as well as with changes that influence how a teacher approaches the instructional setting. Staff development is a continuous activity for both personal and professional growth.

Working with teachers to improve their competence and to make adjustments because of changes is the staff developer's challenge. This can be effectively addressed by working with staff individually or collectively. A complete staff development system would include opportunities for individuals to learn on a self-directed basis or in structured learning activities with other professionals.

Learning activities are a common means for staff development. They often are the primary planned means for working with teachers. Activities sometimes are referred to as "workshops", "institutions", "temporary systems", "courses", "seminars" or "conferences". They all have the objective to assist teachers to learn in order that adult education programs will be more responsive.

The Staff Development System

Staff development refers to the attempts to assist adult education teachers to become better teachers by growing personally and professionally. A staff development system includes components of planning, assessing needs of staff, conducting learning activities and evaluating activities. These components relate primarily to group activities; however, they may also apply to individual learning opportunities.

A staff development system requires good planning and facilitation. The following section describes essential aspects of such a system.

Pre-Planning

Staff development activities should be based on goals or objectives that address the learning needs of teachers. Before planning of specific activities can be accomplished, these tasks should be completed:

1. The position or orientation of the staff developer must be clarified. It is hoped that the staff developer or administrator will believe that teacher training is worthwhile and effective in making a difference in what happens in the classroom.

2. The goals of the adult education program should be stated clearly, in order that the objectives of the staff development program can be established to enhance these goals.

3. The learning needs of teachers must be determined. This can be accomplished through informal interviews or surveys. It also can be accomplished by conducting a formal needs-assessment based on desired competencies of adult educators. Usually, a combination of informal and formal techniques is most successful.

The pre-planning process is an ongoing process. It continues during intervals between workshops, as well as during workshops. The staff developer is continually planning and revising plans.

Planning

Planning a learning activity or workshop includes developing goals and objectives; organizing participation; and developing conditions which will facilitate teacher learning. Attention to these in advance of the activity will greatly enhance the success of the activity. The bases for planning are the learning needs of teachers.

The following briefly describes key steps in the planning process.

1. Goals and Objectives. This is the most important aspect of planning. Clearly stated goals and objectives focus efforts and attention on what is expected to result from the activity. They guide the planner, facilitator and the participants toward the desired end. They also clarify what is expected of participants. It is important that goals and objectives be achievable as a result of the learning activity.

2. Organize the Activity. This includes those "things" that must be done before the activity in order to ensure that the activity has the best chance to meet learning needs. Considerations include:

a. Budget -- Determining or allocating funds to support teacher involvement, supplies, travel and consultants.

b. Personnel -- Acquiring the best persons to facilitate, serve on panels, evaluate or present information.

c. Time and Location -- Accomplishing necessary arrangements in order to use a desirable facility at a convenient time.

d. Analyzing Constraints -- Examining influences that might inhibit or restrict learning during the activity.

e. Communication -- Inviting participants and consultants to participate. The pre-workshop letter is important to communicate what are the goals, what will happen, what is expected, who will be there, where it will be and when it will take place.

3. Develop Conditions That Will Facilitate Learning. The possibility of learning occurring will be increased if the workshop is conducted in a facility that is comfortable for adults. Attention should be given to seating, table space, public address systems, black-out curtains, restrooms, areas for recreation, dining facilities, group work areas and location. Learning will also be enhanced if participants and staff are selected in advance and decisions are made in advance regarding expected participant behavior.

Beginning The Activity

The establishment or development of effective working relationships with teachers at the outset of the activity will enhance involvement. This can be accomplished by attending to participant needs. Provide them information regarding the goals of the workshop, what is expected of them, who is there, what is going to happen, what will not happen, what the agenda is and how decisions are made. The facilitator should solicit expectations of the participants and clarify what will be accomplished or addressed during the activity. It also is important to provide a means for participants to become acquainted.

Conducting The Activity

During the activity, the facilitator should demonstrate effective instructional methods, recognize individual contributions and assist individuals to adjust to change. This may be accomplished by sequencing learning activities in an appropriate order, actively involving participants and providing for their input in decision-making. It also is important to provide time for recreation and relaxation.

Closing The Activity

Closing the activity is an opportunity to exhibit an understanding of staff development. The facilitator can assist participants to inventory what has been learned and consider how it can be applied. This is an ideal time to make future plans and to determine what kind of support is needed in order to implement plans. Closing the activity would include an evaluation of what has happened and a self-evaluation of what was learned.

Follow-Up

The follow-up to a learning activity is a demonstration of a commitment to life-long learning. Follow-up activities or communications will invite the teachers to recognize that learning also takes place outside workshops, classes and other structured activities. Follow-up communications also provide a means to gather data for future activities.

The Staff Developer

Effective facilitation and coordination of teacher learning opportunities is valuable to program improvement. The staff developer is the key agent for teacher learning; hence, program improvement. The knowledge and skills of the staff developer can be compared to those of the adult education teacher. Both have the same responsibility -- to assist adults to learn and grow personally and professionally. The staff developer is an adult education teacher. Like the adult education teacher, the staff developer is also an adult learner.

ADULT LEARNING

LEARNING ACTIVITIES

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ADULT LEARNING

These learning activities will invite adult educators to enhance their knowledge of adult learning. They are specifically designed to assist adult education teachers to develop conditions that facilitate learning. They also are designed to provide an opportunity for teachers to demonstrate a commitment to life-long learning.

The staff developer's objective is to develop conditions that facilitate learning in the teacher training setting.

These activities are resources for the staff developer to use to invite teachers to enhance their competencies regarding adult learning.

Competencies

Develop conditions which facilitate learning.

- Provide a suitable learning environment.
- Reinforce positive attitudes toward adult learning
- Assist adult learners to develop positive attitudes toward life-long learning.
- Relate learning to immediate application.
- Recognize signs of the potential adult dropout.

Demonstrate a commitment to life-long learning.

- Participate in adult education staff development programs.
- Read professional literature.
- Enroll in college courses for professional growth.
- Attend conventions and conferences relevant to professional growth.
- Participate actively in professional adult education organizations.

Description of Activities

"Analyzing Real-Life Narratives"

This activity is designed to assist adult education teachers to improve their problem-solving ability. The activity includes several "real-life" situations which are the topic for small-group discussions. Four problems are provided. The activity may be modified to involve teachers in the development of narratives describing other problems.

"Assessing Your Commitment To Life-Long Learning"

This activity is designed to enhance the knowledge and commitment of adult educators to life-long learning. Adult education teachers will be involved in one of three options to examine which behavior(s) indicate a commitment to life-long learning. Options include a panel discussion, the development of a self-assessment instrument, the completion of a personal inventory or the completion of "Adult Educator Self-Assessment Inventory".

"Problem-Solving Techniques"

This activity is designed to assist teachers to improve their problem-solving techniques. A sample problem is presented and solved. Specific techniques are developed through discussion.

"Physical and Emotional Learning Barriers"

This activity will enhance the ability of adult education teachers to identify physical or emotional learning barriers of students. Teachers will be provided the opportunity to discuss learning barriers with representatives of community agencies. A panel of "experts" will be invited. The panel may include a school psychologist, guidance counselor, program administrator, county health nurse, social worker and mental health center representative.

STAFF DEVELOPER COMPETENCIES

1. Assess staff learning needs.

2. Develop goals and objectives.

3. Organize the teacher training curriculum.

4. Develop conditions that facilitate learning.

5. Develop effective working relationships with teachers.

6. Use effective instructional methods.

7. Recognize participant contributions.

8. Assist individual adjustment to change.

9. Understand the purposes of adult education in the community.

10. Demonstrate a commitment to life-long learning.

ANALYZING REAL-LIFE NARRATIVES

GOAL:

To improve individual problem-solving ability

DESCRIPTION:

Small-group discussion and solution of "real-life" adult education and community service problems which are illustrated dramatically.

TIME:

Three to four hours

RESOURCES:

1. areas for small-group meetings
2. central meeting area with chalkboard

PROCESS:

1. Moderator outlines expected group activity and specifies how solutions are to be reported.
2. Divide into four-person sub-groups for thirty minutes.
3. Group activities:
    a. choose a recorder
    b. read the narrative
    c. discuss problems
    d. decide how adult education teachers would effectively address the problems
    e. decide how a community service agency might be involved to address the problem
    f. recorder reports solutions and solicits group comments
4. Assembly re-convenes:
    a. moderator reads each narrative. A representative from each sub-group reports on the solution(s) decided upon by his or her group. The total assembly is invited to comment on the solutions.

b. Moderator elicts real-life experiences of adult education teachers involving similar problem-solving. How did the teacher address such problems? Was his/her assistance adequate? How could it improve? Did community service agencies follow-up with assistance? Why not (if answer is no)? How did the agency relate to the needs of the learner?

EVALUATION:

Possible questions:

1. Has this activity invited you to consider alternatives to problems and solutions that you confront in the classroom?

2. What will you do to improve your understanding of community resources?

Facilitator comments

1. The strengths of the activity are:

2. The weaknesses of the activity are:

3. This activity can be improved by:

4. Suggestions for future use:

PROCESS FOR PRODUCING DRAMATIC NARRATIVES

1. Identify local problems relating to the following teacher skills:

   a. Assess learning needs.
   b. Use relevant and effective instructional methods.
   c. Develop effective working relationships with adult learners.
   d. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.
   e. Develop and organize curriculum reflecting needs of adult learners.
   f. Develop appropriate goals and objectives for adult programs.
   g. Develop conditions which facilitate learning.
   h. Demonstrate a commitment to lifelong learning.
   i. Understand the purposes of adult education with the community.
   j. Assist individual adjustment to the changing nature of our society.

2. Establish 4-member teacher committees to draft real-life experiences.

3. Edit the products of the committees as needed.

SAMPLE DRAMATIC NARRATIVE: No. 1 (These are to be constructed from real cases or created by committees of teachers convened for this purpose prior to the workshop.)

Elsie Lewis teaches in the local ESL program. Late one evening, Elsie received a phone call at her home. The caller is Mrs. Seton who indicated she has a neighbor who recently immigrated from the Soviet Union. Mrs. Seton told Elsie she is a retired school teacher. She asked Elsie if she would provide a textbook so that she could teach herneighbor to read and speak English. Mrs. Seton thought she could teach the neighbor to speak English quickly so he can get a job here. Elsie hesitated....

What would you tell Mrs. Seton?
What reasons could Mrs. Lewis give for the neighbor to come to an Adult Education class?
What community service organizations might the neighbor find helpful?

SAMPLE DRAMATIC NARRATIVE: No. 2

Frank Rowe is teaching an ABE class. One of the class members brings a friend to join. The new member, Bob, sits quietly and listens to the math class. At break time, the student comes to the teacher and says, "I don't think I belong in this class. I think I would hold everyone back." Frank has watched Bob do the problems and knows he can do the work.

What would you say to Bob?
How could you help Bob in the class?

SAMPLE DRAMATIC NARRATIVE: No. 3

Mrs. Carter is teaching her night AE class. There are 15 people in her class. Raul Martinez, a Spanish speaking student, is a regular member of the class. He never misses the class. As usual, Raul is dominating the conversation. Mrs. Carter tries to involve other students without hurting Raul's feelings. After class, several students come to Mrs. Carter. They announce they aren't coming back to class. Mrs. Carter tries to find out what is wrong. After much hesitation, they tell her it's because of Raul.

What would you do?
Can Raul stay in the class without destroying it?
Can Raul's enthusiasm be used to improve the class?

SAMPLE DRAMATIC NARRATIVE: No. 4

Helen Cooper is 28 and functionally illiterate. She is a regular student in Mrs. Black's class (ABE). One night she doesn't show up. She's absent the next two nights. Mrs. Black is worried and calls her at her apartment. Helen is very upset. She tells Mrs. Black that she thinks she is pregnant. She lives alone, has little money, and she is very worried.

What would you do?
What agencies in the community might help her?

ASSESSING YOUR COMMITMENT TO LIFE-LONG LEARNING

GOAL:

To enhance the knowledge and commitment of adult educators to life-long learning.

RATIONALE:

When a teacher of adults is a believable, authentic person who demonstrates what he or she teaches, then the quality of relationships with adult learners will be enhanced. Teachers who "practice what they preach" model behavior that they think is appropriate. Adult education teachers invite adult learners to continue to learn. When the adult educator is also learning, the student can view a living example of an adult learner.

This activity will involve adult educators in a self-assessment of their demonstrated commitment to life-long learning. It may be modified to include a panel discussion or writing teams to develop a self-assessment inventory.

TIME:

One to six hours, depending on format.

PRE-WORKSHOP ACTIVITIES:

Determine the best option for this learning activity. These may include:

1. Involving teachers to develop a self-assessment instrument. ("How do I demonstrate a commitment to life-long learning?")
2. Panel discussion involving teachers to develop a definition or concept statement describing life-long learning.
3. Involving teachers to complete the "Personal Inventory".
4. Involving teachers to complete the Adult Educator Self-Assessment Inventory (see Appendix of this guide).

PROCESS:

1. Provide an opportunity for participants to become acquainted.
2. Explain the purpose and format of this learning activity.
3. Solicit expectations from the participants.
4. Conduct the activity consistent with the option chosen.

5. Provide a "debriefing" period at the end of the activity and solicit evaluations.

EVALUATION:

The participants should have an opportunity to evaluate this activity, both orally and in written form. Provide an opportunity for participants to express their reactions at the end of the activity. Design and distribute an evaluation form for participant completion.

REFERENCE:

Burrichter, Arthur W. and Gardner, Daniel L., Adult Educator Self-Assessment Inventory. Boca Raton, FL: Florida Atlantic University, 1977.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

PERSONAL INVENTORY

Complete the following self-assessment. Your answers will not be shared with other workshop participants.

1. Am I doing professionally what I want to do?

   ___ Yes. (How?) ...

   ___ Somewhat. (How?) ...

   ___ No. (Why not?) ...

2. Am I doing personally what I want to do?

   ___ Yes. (How?) ...

   ___ Somewhat. (How?) ...

   ___ No. (Why not?) ...

3. Have my professional goals changed since I began teaching?

   ___ Yes. (How?) ...

   ___ Somewhat. (How?) ...

   ___ No. (Why not?) ...

4. Have my personal goals changed since I began teaching?

   ___ Yes. (How?) ...

   ___ Somewhat. (How?) ...

   ___ No. (Why not?) ...

5. Have I increased my professional competencies since I began teaching?

   ___ Yes. (How?) ...

   ___ Somewhat. (How?) ...

   ___ No. (Why not?) ...

6. Have I grown personally since I began teaching?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

7. Have I contributed through leadership to my profession?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

8. Has membership in any educational organization been helpful?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

9. Have I contributed service to any educational organization?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

10. Have I actively worked to advance education?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

11. Have I helped to identify potential leadership in education?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

12. Have I encouraged those to take leadership roles?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

13. Am I willing to take the risks involved in accepting a position of leadership?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

14. Have I changed in the last three years in my own assessment?

___ Yes. (How?) ...

___ Somewhat. (How?) ...

___ No. (Why not?) ...

15. Do I regularly read professional literature?

___ Yes. (How often?) ...

___ Occasionally. (How often?) ...

___ Never. (Why not?) ...

16. Do I attend professional meetings with a desire to learn?

___ Yes. (How often?) ...

___ Occasionally. (How often?) ...

___ Never. (Why not?) ...

17. Do I encourage others to consider educational and professional opportunities?

___ Yes. (How often?) ...

___ Occasionally. (How often?) ...

___ Never. (Why not?) ...

18. Do I participate in staff development programs?

___ Yes. (How often?) ...

___ Somewhat. (How often?) ...

___ No. (Why not?) ...

19. Do I attend (and/or participate in) conventions and conferences relevant to professional growth?

___ Yes. (How often?) ...

___ Somewhat. (How often?) ...

___ No. (Why not?)...

20. Do I enroll in college courses for professional growth?

___ Yes. (How often?) ...

___ Sometimes. (How often?) ...

___ Never. (Why not?) ...

PROBLEM-SOLVING TECHNIQUES

GOAL:

To improve the problem-solving techniques of adult education teachers.

INTRODUCTION:

John Dewey stated, "If your schools turn out their pupils in that attitude of mind which is conducive to good judgment in any department of affairs in which the pupils are placed, they have done more than if they sent out their pupils merely possessed of vast stores of information, or high degrees of skill in specialized branches."

The enhancement of problem-solving skills among adult education teachers will not only increase their personal and professional effectiveness, but will also enable them to pass along these vital skills to their students.

It can truly be stated that the only people without problems are the dead. Life, itself, can be viewed as a series of problems to be solved. Those people who solve problems more effectively are able to cope more successfully with life. A successful person is a good problem-solver.

This activity is designed to increase one's effectiveness in problem-solving behavior through the presentation of actual problems to be solved and the discussion of guides used by effective problem-solvers.

TIME:

The estimated length of this activity is one to two hours. A small- to medium-sized group (10-30) would be ideal.

WORKSHOP SETTING AND MATERIALS:

A comfortable meeting area with tables, chairs, chalkboard and chalk would be necessary. Paper and pencils should be provided for participants.

PRE-WORKSHOP ACTIVITIES:

1. Choose a facilitator for this workshop. (A teacher who is comfortable in the role of group facilitator would be able to handle this in-service session by following the procedures outlined below.)

2. Contact the group facilitator by telephone and relate the purpose and goal of the workshop. Also, describe any particular emphasis desired by the staff.

3. A letter should be sent to the facilitator stating the date, time, and place of the workshop. This notification also should include a complete copy of the proposed activity. The facilitator should have this material in time to prepare adquately.

4. Send a letter to all participants in advance of the workshop, describing the purpose of the workshops and the nature of the planned activities.

PROCEDURES:

1. Introduce the participants to the idea that solving a problem is a skill that can be improved by learning and applying specific techniques. Describe how a problem can be more effectively approached by thoroughly considering the situation. Knowing how to analyze a problem into its dependent elements is a prerequisite to becoming a better problem-solver.

2. Encourage participants to isolate a movable or changeable factor. Even though a key factor may be inconspicuous, the individual will have to locate what is at the core of the problem. Once the real problem is perceived, participants survey mental patterns they have used to find a solution that would fit a particular problem. Sometimes, the situation will have to be considered from different angles in order to find an applicable pattern.

3. At this point, the leader presents this problem to the participants:

   "You are in a room that is used for visual experiments. Your problem is to use the materials available to place three candles side-by-side, extending from the door, at eye level. The materials available include: three short candles (votive), a box of paper clips, three ashtrays, a box of kitchen matches, pencils, scissors, a box of thumb tacks, an empty shoe box, and a pair of pliers."

   The above items will be displayed on a table.

4. The participants write their solution on paper and turn in their papers when finished. There is no limit to the number of answers that may be submitted. Silently, the facilitator reads the answers and informs the individual participants whether they were successful or not. The facilitator should allow twenty to thirty minutes for the development and collection of the solutions.

   Solution: A possible solution is to use three of the cardboard boxes and thumb tack them onto the door as platforms for the candles.

Most participants do not determine a solution to this problem. Why? Because the boxes are usually viewed as an invisible part of the background. To solve this problem, one has to see the boxes as possible tools for solving the problem.

Problem-solving means being able to spot the key factor in a confusing situation.

5. The facilitator would lead a short discussion with the entire group. After this discussion, he or she would pass out duplicated sheets with the following list of problem-solving guides:

   a. Write the problem down.

   b. Translate the problem into "plain language".

   c. If possible, translate the problem into figures, mathematical symbols or graphs (visualizations).

   d. Don't rely on your memory; use written or printed sources.

   e. Know how to use a library.

   f. Take notes and keep files.

   g. Discuss the problem with others.

   h. Use a checklist of categories, adding new ones from time to time.

   i. Try turning the problem upside-down. Look at it from different points of view.

   j. Don't be afraid of the ridiculous.

   k. If you feel frustrated, this is a normal step in problem-solving! At this point, turn to other work -- rest, sleep or relax.

   l. Take time to be by yourself. Shut out interruptions.

   m. Know the time of day when your mind works best and arrange your schedule accordingly.

   n. When you get an idea, write it down.

   o. Trial-and-error may be just as effective as logic.

   p. The problem will be much easier to solve if you can recognize the essential similarity to a previously-solved problem.

6. In either large-group or small-group format, the participants would discuss and share their own, individual problem-solving techniques. Participants would be urged to add these techniques to their own problem-solving "bag of tricks".

OPTIONS:

Use some problem-solving experiences in small groups taken from Edward de Bono's book: The Five Day Course in Thinking.

EVALUATION:

Participants should be afforded an opportunity to evaluate this session. Various evaluation forms might be utilized, including a check-list, or perhaps an open-ended evaluation form, in which the participants would be asked to complete the following statements:

1. This workshop was helpful to me in the following respect(s):

   _____

   _____

2. This workshop was not helpful to me for the following reason(s):

   _____

   _____

Bibliography

de Bono, Edward. The Five Day Course In Thinking. Basic Books, Inc., New York, 1967.

de Bono, Edward. New Think. Basic Books, Inc., New York, 1967-68.

Flesch, Rudolf. The Art of Clear Thinking. Harper and Brothers, Publishers, New York, 1951.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

PHYSICAL AND EMOTIONAL LEARNING BARRIERS

GOAL:

To enhance the ability of adult education teachers to identify and address physical and emotional learning barriers.

RATIONALE:

A problem confronting many adult education programs is that of retaining students who enroll. Often, an adult will begin a course or program and then drop out after two or three sessions. Among the various reasons why adults drop out are physical and emotional learning barriers. Adult teachers are often asked to be both counselor and diagnostician, without having acquired adequate knowledge in either area.

This activity will provide an opportunity for adult education teachers to question the "experts" in the areas of physical and mental health in order to become more aware of available community services and resources. Its purpose is to enable adult educators to recognize physical and emotional learning barriers.

TIME:

Four hours

WORKSHOP SETTING AND MATERIALS:

The workshop will be held in a comfortable meeting place with adequate seating. A panel of agency representatives will face a panel of teachers. Equipment includes a public address system and other needs, as determined by panel members.

PRE-WORKSHOP ACTIVITIES:

1. A panel of "experts" in the following fields should be secured: school psychologist; guidance counselor; program administrator; county health nurse; social worker; and mental health center representative. Indicate to the experts the goals of the workshop and their roles on the panel.

2. Identify experienced teachers to serve on a panel and advise them of their responsibility to relate personal experiences to the persons assembled for the workshop session.

3. Send a letter to each participant in advance of the workshop, asking each to list 5 concerns and/or questions relating to adult learning barriers.

PROCEDURE:

1. A period of time should be set aside, providing an opportunity for the participants to get acquainted.

2. The facilitator would open the meeting by describing its purpose and format. Guest panelists and participants would be introduced.

3. Panelists would briefly describe the functions and services provided by their agency.

4. Teachers would present specific experiences to the expert panelists to elicit recommendations regarding possible solutions or referrals.

5. Open discussion involving all participants. (Participants would share their concerns from #3.) The facilitator would call for possible recommendations from participants.

EVALUATION:

Participants will address themselves to the practicality of ideas presented in the workshop. Suggestions for the improvement of presentations and future workshops are to be encouraged. It is suggested that this evaluation take both oral and written form.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

COMMUNITY DEVELOPMENT

LEARNING ACTIVITIES

Developed by

Palm Beach County Schools

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Kathy Easley
Elsie Leviton
Jerry Messec
Margaret Morris
Alice Payne
Judy Wright

Taaffe Anderson, Facilitator

COMMUNITY DEVELOPMENT

These learning activities will invite adult educators to improve their understanding of community development. They are specifically designed to acquaint teachers with the purposes of adult education and to enhance their skills to assist learners to adjust to the changing nature of our society.

The staff developer's objective is to assist adult education teachers to adjust to the changing nature of programs.

These activities are resources for the staff developer to use to assist teachers to enhance their competencies regarding community development.

Competencies

Understand the purposes of adult education within the community.

- Understand the role of an adult educator.
- Understand the national and state objectives and services of adult education.
- Explain the role of adult education to both school and community.
- Talk and act enthusiastically about the program.
- Identify the major functions of community agencies which serve the social, educational and training needs of adult learners.
- Identify potential employment or on-the-job training opportunities within the community.
- Know the social structure and characteristics of the community.
- Use community resources in the classroom.

Assist individual adjustment to the changing nature of our society.

- Invite learners to consider new roles in a changing society.
- Use social skills which assist adult learners in developing a positive self-concept.
- Assist adult learners in acquiring social skills to relate to others.
- Recognize processes involved in community change.

Description of Activities

"Adult Education And The Community"

This activity will promote a higher level of understanding of community resources. Adult education teachers will be involved in problem-solving activities with representatives of various community service agencies. They will be asked to focus on specific problems facing adult learners. The activity will include presentations by the community service agency representatives, large-group discussions and small-group discussions.

"Community Outreach"

This activity will involve adult education teachers, specialists and administrators to develop strategies and presentations that will promote adult education in the community. Participants will develop presentations that include descriptions of program areas including A.B.E., Exceptional Adult, G.E.D., Adult High School, ESOL, etc. The activity will include presentations by specialists representing different program areas. It will also include small-group work to develop presentations and strategies.

"Involving Community Service Agencies"

This activity will acquaint teachers with the resources and services of different community agencies. Teachers will be involved in small groups to focus on the question, "How can adult education teachers better cooperate with community service agencies to address community needs?" The activity will include presentations by representatives of various community agencies and small-group work.

"Exploring Community Resources"

This activity will promote a better understanding of community resources and curriculum materials. Adult education teachers will share their curriculum resources with other teachers and representatives of community service agencies. The activity will include presentations by adult education program specialists (A.B.E., Exceptional Adult, G.E.D., ESOL, etc.), small-group work and presentations by community service representatives.

STAFF DEVELOPER COMPETENCIES

1. Assess staff learning needs.
2. Develop goals and objectives.
3. Organize the teacher training curriculum.
4. Develop conditions that facilitate learning.
5. Develop effective working relationships with teachers.
6. Use effective instructional methods.
7. Recognize participant contributions.
8. Assist individual adjustment to change.
9. Understand the purposes of adult education in the community.
10. Demonstrate a commitment to life-long learning.

ADULT EDUCATION AND THE COMMUNITY

GOAL:

To promote a better understanding of community resources for adult education.

DESCRIPTION:

This activity will involve teachers with representatives of different community service agencies. Participants will be engaged in discussions relating to specific problems that might relate to adult illiteracy, health, environmental changes, economic influences, governmental functions or urban stresses. Discussions will enable the participants to learn the scope, services and resources of different agencies.

TIME:

Three to four hours

PRE-WORKSHOP ACTIVITIES:

1. Survey teachers to determine what they think are some of the major problems facing their community that could be addressed or partially addressed by adult education programs. Also, solicit the names of community service agencies that teachers think should be involved in the workshops.

2. Form a planning committee including teachers and the workshop facilitator to prepare brief descriptions of community problems. These descriptions will be approximately one paragraph in length. Prepare the descriptions for distribution to workshop participants.

PROCESS:

1. Provide an opportunity for participants to become acquainted.

2. Introduce guests from community service agencies and provide them an opportunity to describe the services of their agency.

3. Present the community problems prepared by the planning committee. Facilitate discussion regarding each problem.

4. Assign each community agency representative to work with a small group of the teachers. A community problem will be assigned to each group. Ask the groups to focus on their assigned problem and to develop recommendations regarding possible solutions.

5. Have each group present its solution(s) to the total group.

EVALUATION:

Participants should evaluate the process employed in the workshop. They should also be asked to give recommendations regarding future activities. Ask participants to indicate what support they need from program administrators in order to effectively use community resources.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suglestions for future use:

COMMUNITY OUTREACH

GOAL:

To present adult educators with information and strategies for promoting adult education programs in the community.

DESCRIPTION:

This activity will provide information describing varied adult education services to all teachers employed within the program. Teachers will familiarize themselves with the different services (e.g., G.E.D., E.S.L., Exceptional Adult, A.B.E., etc.) and be provided the opportunity to develop presentations for use by those who meet with community groups. These presentations will describe the scope of adult education, its services and program components.

TIME:

Three to four hours

PRE-WORKSHOP PREPARATION:

Identify adult education services (G.E.D., E.S.L., Exceptional Adult, A.B.E., etc.) in the community. Choose one representative from each area to prepare a description of that service. (Duplicate this report and send to participants in advance of the workshop.)

Adult education administrators provide materials describing design of adult education programs.

PROCESS:

1. Each representative presents a brief summary of the report and answers questions from the group.

2. Divide into groups by choice with one representative per group.

3. Determine what information the community needs regarding particular facets of that adult education program component. Develop an outline of this information. The groups will also develop specific strategies to enhance dissemination of this information to the community.

4. Workshop members reassemble and each group presents its outline and and strategies.

5. Critique the outlines and strategies.

6. Final product: A complete package containing outlined presentation that will be available for teachers to use. The package also will include recommended strategies for program promotion.

EVALUATION:

Will you as an adult educator use this material? YES___NO___

Do you anticipate using this material in the near future? YES___NO___

Where and when would this presentation be readily accepted by the community?

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

INVOLVING COMMUNITY SERVICE AGENCIES

GOAL:

To acquaint adult education teachers with the resources and services of different community agencies.

DESCRIPTION:

Representatives from five different community service agencies will be involved to describe the services and resources of their agency. Information relative to the needs of adult learners will also be collected. This activity is appropriate for all adult education teachers.

TIME:

Three to five hours

PRE-WORKSHOP PREPARATION:

1. Send a questionnnaire to each prospective workshop participant soliciting their responses to the following:

    a. What community resources are needed by your learners?

    b. What learning needs do you have difficulty in meeting?

    c. How can community agencies better serve your learners?

2. Invite the participants to indicate the type of community agency they would like to involve in their workshop. Include a list indicating available agencies in the areas of medical, legal, employment, voting, training, mental health, welfare, housing, consumer service, money management, immigration, etc.

3. Invite agency representatives based on the results of the needs assessment.

PROCESS:

1. Introduce the agency representatives.

2. Invite each representative to describe how his agency serves the community.

3. Divide the participants into small groups involving at least one representative per group.

4. Invite the small groups to consider the question: "How can adult education teachers better cooperate with community service agencies to address community needs?"

EVALUATION:

Blank sheet evaluation:

1. Your concerns -- were they met?
2. Did you receive practical, usable information?
3. How will you communicate this information to your learners?

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

EXPLORING COMMUNITY RESOURCES

GOAL:

To promote a better understanding and use of community resources by adult educators.

RATIONALE:

A goal of adult education is to assist adults to enhance their effectiveness as community members. This is addressed through academic training, personal interest courses and programs that promote a better understanding of community problems.

TIME:

This workshop could be conducted in one six-hour session or in two three-hour sessions.

MATERIALS AND RESOURCES:

All components of the adult education system should be represented. A representative from an "umbrella" social service referral agency (e.g., United Way) should be involved. Representatives from various community service programs will be invited to participate. These representatives may be invited to participate in the entire activity. They will be a participant in the morning and a presentor in the afternoon.

Invite specialists representing various adult education programs to participate in this activity and make a brief presentation describing the purpose of their program, recruitment techniques, characteristics of students served, curriculum materials and specific requirements. Specialists from A.B.E., G.E.D., Exceptional Adult, E.S.L., Migrant and other areas could be involved.

Prior to the workshop, develop an annotated list of adult education classes, community service agencies and community resources.

Invite teachers to bring their choice of useful curriculum materials, and invite community service representatives to bring leaflets and pamphlets describing their programs.

Meeting space is contingent on numbers invited. Space should be available for table displays and small group discussions.

PROCEDURE:

1. The session opens with adult education program specialists in each area making introductory comments including:

   a. purpose of their adult education component (A.B.E., G.E.D., E.S.L., Exceptional Adult, etc.);

   b. recruitment techniques;

   c. background and characteristics of students served by the component; and

   d. availability of curriculum materials for that component.

2. After the introduction, small groups are formed. Each group has at least one teacher from each program area. Within each group, each teacher would describe an actual class session. The teacher also would "showcase" curriculum materials which relate to the students' needs. Such an exchange of information would allow teachers to incorporate curriculum which reflects the needs of adult learners or to refer students to a class which already has developed and organized such a curriculum.

3. After the small group discussion, the workshop participants are re-assembled for a question-and-answer period. One option is to schedule a voluntary role-reversal activity. Specialists or experienced teachers in one area would ask questions of a teacher who assumes the role of the specialist in the appropriate instructional area.

4. The afternoon session would focus on other resources available in the community. A representative from the "umbrella" community service referral agency would summarize the agency's services. This would be followed by a panel presentation involving representatives from various social service agencies. Agencies would be grouped according to services provided. For example, grouping could be made in the areas of housing, employment, economic assistance, health and counseling. Representatives would explain the purpose and process of their organizations.

EVALUATION:

The evaluation for this activity should provide the opportunity for participants to indicate the effectiveness of the process employed, as well as list recommendations for improvement. Participants could also be invited to list recommendations for improving program linkages with other community service agencies.

CURRICULUM DESIGN

LEARNING ACTIVITIES

Developed by

Broward County Schools

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CURRICULUM DESIGN

These learning activities will invite adult educators to improve their skills to design curriculum for adult learners. They are specifically designed to enhance the ability of adult education teachers to develop and organize curriculum reflecting the needs of adult learners as well as to develop appropriate goals and objectives for adult programs.

The staff developer's objectives are to develop and organize a teacher training curriculum reflecting the needs of teachers and to develop appropriate goals and objectives of teacher training opportunities.

These learning activities are resources for the staff developer to use to invite adult education teachers to develop or enhance their competencies to design curriculum.

Competencies

Develop and organize curriculum reflecting needs of adult learners.

- Provide curriculum for varying ability levels.
- Identify needed topics and concepts of each subject taught.
- Provide curriculum which meets the individual's personal interests.
- Provide curriculum which assists adult learners to acquire employment skills.
- Provide curriculum which stimulates a high level of aspiration.
- Provide opportunities for adult learners to participate in the evaluation of curriculum.
- Provide opportunities for adult learners to participate in curriculum development.
- Relate adult developmental characteristics (sociological, psychological) to curriculum selection.

Develop appropriate goals and objectives for adult programs.

- Help adults formulate their goals.
- Construct learning objectives with measurable outcomes.
- Apply adult learning theory to the process of program development.

Description of Activities

"Curriculum Materials Smorgasbord"

This activity is an opportunity for adult education teachers to explore curriculum materials. It requires that teachers list their curriculum needs, prior to the workshop. During the workshop, they will be provided the opportunity to review curriculum materials and reflect on their needs. The activity provides time for the review of materials, small-group work to determine additional materials that may be needed and a large-group forum. The activity may be conducted for all adult education program areas or for program components.

"Developing Curriculum"

This activity will promote curriculum renewal and development. It is designed to involve teachers to focus on specific curriculum standards or competencies and develop curriculum materials. Teachers will be provided a list of curriculum standards relating to their teaching assignments. These may include state-adopted standards or adult performance level competencies. Discussions relating to curriculum design will be facilitated.

"Exploring Curriculum Materials"

This activity provides an opportunity for teachers to explore curriculum materials. Sample copies of published materials, as well as teacher-developed materials, will be available. The activity includes round-table discussions with teachers and curriculum specialists. These discussions will enable teachers to clarify methods for purchasing, selecting and evaluating materials.

"Good Ideas Swap Shop"

This activity promotes improved adult education curriculum by providing teachers the opportunity to share curriculum materials and ideas. Each teacher will be expected to bring at least one lesson plan, instructional module, creative idea, game or activity to share with other teachers. The activity includes competition for the "best" idea.

"New Student Curriculum Needs"

This activity will assist teachers to improve their ability to determine curriculum based on adult learner needs. It will involve teachers in role-playing situations in which they will demonstrate effective techniques to determine student needs. The activity can also be used to develop a guide for new teachers to use to derive student needs.

STAFF DEVELOPER COMPETENCIES

1. Assess staff learning needs.
2. Develop goals and objectives.
3. Organize the teacher training curriculum.
4. Develop conditions that facilitate learning.
5. Develop effective working relationships with teachers.
6. Use effective instructional methods.
7. Recognize participant contributions.
8. Assist the individual adjustment to change.
9. Understand the purposes of adult education in the community.
10. Demonstrate a commitment to life-long learning.

CURRICULUM MATERIALS SMORGASBORD

GOALS:

1. To encourage adult education teachers to explore curriculum materials available to them.

2. To improve and expand curriculum resources available to teachers.

DESCRIPTION:

This activity is designed to enhance teacher awareness of a variety of materials available to them. The activity also will provide teachers an opportunity to establish better communication with curriculum specialists and administrators.

TIME:

Depending upon the number and complexity of materials presented and the subject areas covered, this activity may require from four to six hours.

PRE-WORKSHOP ACTIVITIES:

1. The facilitator should provide written notification of this session to potential participants not less than four weeks before the workshop. The letter should include a brief overview of the workshop format, and a "Materials Needs Inventory" form (see attached sheet). The participants would be asked to complete this form and bring it to the workshop.

2. The facilitator should arrange for various curriculum materials resource persons (e.g., curriculum specialists, media specialists, others responsible for ordering, disseminating and evaluating materials) to participate in the workshop.

3. The facilitator should select a spacious, well-lighted workshop site which provides sufficient space for the curriculum materials to be displayed effectively and for all participants to browse through those materials. (Two large, adjoining rooms -- one for materials display and the other for discussion groups.)

MATERIALS AND RESOURCES:

The facilitator should be certain that the following materials and resources are available for the workshop:

1. Materials:

   a. a list of all curriculum materials to be displayed and presented at the workshop session (one copy per participant). The curriculum materials would be numbered for ease of access in the display room.

b. display tables and audio/visual equipment, as needed. (Devise a creative, comfortable, effective means of displaying materials so that participants may view and evaluate them. Teacher comfort, in this instance, will enhance workshop effectiveness.)
c. folding chairs (one per participant).
d. signs identifying materials and/or content areas and directing participants to appropriate areas.

2. Resources:

a. teacher participants
b. curriculum specialist(s)
c. media specialist(s)
d. other adult education personnel responsible for ordering, evaluating and disseminating materials.
e. volunteers (non-participants) to staff the various display tables.

PROCEDURES:

1. Greet participants at the door. (Provide map indicating the location of materials by number.)

a. Explain materials layout.
b. Direct participants to refreshments.

2. Introduce the workshop.

a. Provide a brief overview of the session's activities.
b. Introduce participants.
c. Introduce resource persons.
d. Introduce volunteers.
e. Discuss time frame and format, and explain "smorgasbord" rotation system.
f. Review the goals of the meeting.

3. Begin the "smorgasbord". Teachers will examine the displayed materials and annotate their "Materials Needs Inventory" sheets when they find materials which are appropriate for their curriculum needs.

4. Conduct group activities.

a. After the participants have completed the examination of materials, form small groups to discuss the response to the materials. Resource persons should participate in a variety of groups, if feasible. (Suggestion: Group discussion should be initiated by participants providing responses to complete the statement: "My curriculum needs were met by .....")

b. Direct each group to prepare a compilation of participants' curriculum materials needs as reflected in their individual itemization of materials which teachers thought might address these needs.

5. Return to large group format.

   Each group would present a brief summary of curriculum materials needs inventories, and a brief evaluation of materials. Facilitator should keep a large, easily visible record (perhaps on newsprint) of stated needs, suggested materials and unmet needs.

EVALUATION:

Ask participants to evaluate the workshop session, completing the following two statements:

1. "This workshop met my curriculum materials needs by _____."

2. "This workshop did not meet my curriculum materials needs for _____ _____?"

FOLLOW-UP:

1. Option: Lead into other activities in the same workshop.

2. Option: Use the "unmet needs" assessment to draft an outline for a subsequent workshop.

3. Option: Have the participants direct the action. ("Where do we go from here?")

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

CURRICULUM MATERIALS NEEDS INVENTORY

List the objectives or topics or concepts for which you need curriculum materials. During the workshop, you will place the identification number of materials that you review in the space to the right of the column in which you indicated your curriculum materials needs.

CURRICULUM MATERIALS NEEDS	MATERIALS (Use identification number)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

DEVELOPING CURRICULUM

GOAL:

To promote adult education curriculum renewal and development.

RATIONALE:

It is important that curriculum and instructional activities relate to legal requirements or standards necessary to acquire a high school diploma or G.E.D. certificate. It is also important that curriculum include those elements that will assist individuals to function in everyday life situations. For these reasons, curriculum review or development is an essential process. A technique to promote the review of curriculum is to involve teachers in activities designed to produce classroom activities based on standards or competencies.

The purpose of this activity is to involve teachers in the development of classroom activities relating to a particular set of standards. It will assist teachers to:

1. Develop and organize curriculum reflecting the needs of adult learners.

2. Provide curriculum for varying ability levels.

3. Construct learning objectives with measurable outcomes.

4. Apply adult learning theory to the process of program development.

This activity may involve a variety of groups of teachers, depending on their teaching areas. It is appropriate for adult high school, G.E.D., ESOL, Exceptional Adult or Adult Basic Education programs.

TIME:

One-day workshop or two half-days.

WORKSHOP SETTING:

The workshop setting should include a sufficient number of chairs and tables to permit teachers to work comfortably in groups of four to six. Separate conference rooms would enhance this activity.

The success of this activity will depend largely on the extent to which teachers are invited to share their comments and recommendations. It is suggested that steps be taken to foster the development of a team relationship in order that individuals will focus on the task and feel free to express their ideas.

OPTIONS:

Curriculum standards for this activity may include any of the following:

1. State-adopted functional literacy standards.

2. State-adopted basic skill standards.

3. Adult Performance Level competencies.

4. Teacher-perceived standards or competencies (could be developed in a previous workshop).

5. Adult learner-perceived curriculum needs (could be determined in advance by a survey).

6. Employer-perceived curriculum needs (could be determined in advance by a survey).

PROCEDURE:

1. Present the objectives of the workshop.

2. Involve members of the group in some form of "getting acquainted" activity, inviting them to share their ideas.

3. Present the particular set of curriculum standards or student competencies.

4. Divide the participants into groups of four to six persons.

5. Assign particular standards for each group.

6. Provide a means to duplicate activities in order that they may be evaluated by the entire group. (This can be accomplished by using a "ditto" machine.)

7. Evaluate each activity by joining two or three of the small groups together.

8. Close the workshop by involving teachers to develop plans for the implementation of the activities developed.

EVALUATION:

The workshop may be evaluated by inviting the participants to comment on the effectiveness and worthiness of developing the activities. Evaluation also may be accomplished by distributing copies of activities to other teachers for their evaluation.

EXPLORING CURRICULUM MATERIALS

GOAL:

1. To encourage adult education teachers to explore curriculum materials available to them.

2. To improve and expand curriculum resources available to teachers.

RATIONALE:

Ordering, locating, checking out and implementing curriculum materials is often a confusing, frustrating experience for adult education teachers. This activity provides a forum for teachers to consult curriculum specialists, coordinators and other resource persons on problems regarding materials.

This activity may be conducted for groups of teachers representing diverse adult education programs. A homogeneous group would be most efficient (e.g., A.B.E., G.E.D., ESOL, High School, Exceptional Adult, etc.).

TIME:

This activity could be conducted in a three-hour session.

PRE-WORKSHOP ACTIVITIES:

Written notification of this workshop session should be provided not less than four weeks in advance of the session. This notification should include a brief explanation of the format and a reminder to participants to bring a notebook and pen or pencil.

MATERIALS AND RESOURCES:

Choose a facility that includes space for a large group activity and adjoining space where materials may be displayed. Curriculum materials may be acquired from district curriculum specialists and textbook publishers.

PROCEDURES:

1. Round-table discussion involving teachers, curriculum specialist(s) and other resource persons. The topics for this discussion could include a presentation and discussion of materials provided for the workshop; a discussion by appropriate administrative and/or supervisory personnel relating to various procedures for materials selection, check-out and evaluation; and a discussion of problems teachers may encounter when selecting, checking out or evaluating materials.

2. Discussion of needed materials.

EVALUATION:

Provide participants the opportunity to evaluate this workshop either in written or in oral form, or both.

FOLLOW-UP:

Follow-up of this activity could be in the form of a letter from the facilitator to the participants with a compilation of suggestions for implementation of the materials explored during the workshop. The letter could include the name of local curriculum contact persons.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

GOOD IDEAS SWAP SHOP

GOAL:

To improve adult education curriculum by providing an opportunity for teachers to share curriculum ideas and materials.

RATIONALE:

Many adult education teachers work in a vacuum where they have little access to new, creative and successful curriculum ideas. This activity will provide a method of sharing individual ideas and successful classroom activities in order to "share the wealth" of creative talents.

The objective of this activity is to enable participating adult education teachers to meet the following objectives:

1. Develop and organize curriculum reflecting the needs of adult learners.
2. Provide curriculum for varying ability levels.
3. Provide curricula which meet the individual's personal interests.
4. Provide curriculum which stimulates a high level of aspiration.
5. Provide opportunities for adult learners to participate in the evaluation of curriculum.

PARTICIPANTS:

This activity is appropriate for all adult education teachers. It is most effective when the teachers are grouped by program area (e.g., G.E.D., A.B.E., ESOL, Exceptional Adult, etc.).

TIME:

This activity could be conducted effectively in workshops lasting two to four hours.

PRE-WORKSHOP PREPARATION:

1. Choose target population.
2. Determine if the activity would best be accomplished with one group or with several small groups.
3. Provide written notification to participants not less than two weeks prior to the session, including the following information:

   a. description of workshops (who, what, where, why, when, how)

b. enumeration of materials that participants are expected to bring with them (e.g., creative ideas, lesson plans, class games, puzzles, units, activities, etc.). All information must include the author's name and the target population for each activity. Each item should be prepared for handing out to all participants (via photocopy, mimeograph, "ditto", etc.).
c. explanation that each idea will be worth one unit of exchange.
d. description of prize for best contributions.
e. emphasis that the gain is greater than the contribution.

4. Provide second notice the week of the workshop via letter or phone communication.
5. Decide upon gift (plant, gag gift, five minutes applause, etc.) for winner.
6. Decide upon and obtain unit of exchange (chips, play money, etc.) Supply must be based on group size and number of anticipated participants.

MATERIALS AND RESOURCES:

A large room with round tables, comfortable chairs, place cards, and name tags would provide a suitable environment.

PROCEDURE:

1. Welcome
   a. Describe workshop.
   b. Pass out medium of exchange, and name tags.

2. Facilitator demonstrates creative ideas.
   a. Pass out copies to participants.
   b. Present short verbal explanation of each item.
   c. Conduct brief question and answer critique session on each item.

3. Proceed around the table, repeat procedure.

4. All participants keep all materials until all presentations are completed.

5. After all presentations are completed, buy (at a rate of one unit of exchange per idea) each idea, or return copy to the originator.

6. Most successful contributor determined by person who receives greatest amount of "money" (or other unit of exchange).

7. Most successful contributor wins the prize.

OPTIONS:

1. Large group, including G.E.D., A.B.E., ESOL, Exceptional Adult, etc. which may break into small groups for presentation.

2. Delete money exchange.

3. Cast secret ballot for best idea.

EVALUATION AND FOLLOW-UP:

At the end of this session, ask each participant for a brief written evaluation.

Plan a follow-up swap shop if the response from the session is positive.

At a subsequent workshop, ask which swap show activities were successfully used:

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

(Continued)

Facilitator Comments (Continued)

3. This activity can be improved by:

4. Suggestions for future use:

NEW STUDENT CURRICULUM NEEDS

GOAL:

To improve the ability of adult education teachers to determine curriculum needs based on student learning needs.

RATIONALE:

Education should not begin with content. Education should begin with the student's needs. In order to develop curriculum appropriate for individual students, the teacher must first counsel with the new student to discover his/her needs. Together, the student and the teacher should agree on tentative long-range and short-range objectives.

The purpose of this activity is to enable participating teachers to:

1. develop and organize curriculum reflecting the needs of adult learners;

2. provide curriculum for varying ability levels;

3. provide curricula which meet the individual's personal interests;

4. provide opportunities for adult learners to participate in curriculum development; and

5. help adults formulate their goals.

PARTICIPANTS:

This activity is directed toward adult education teachers in all areas of specialization.

TIME:

This activity could be conducted in approximately two hours.

PRE-WORKSHOP PREPARATION:

1. Develop "guideline" sheets with suggested questions and areas of discussion which teachers might use with new students.

2. Arrange for a demonstration team to provide various dramatizations of teacher-new student interaction.

3. Prepare "situation cards" suggesting situations to be considered during the workshop by participants.

MATERIALS AND RESOURCES:

Facilitator should arrange for a workshop site which provides sufficient space for the entire group during the demonstration session and sufficient space for the group to subdivide into smaller groups of two or three persons (comfortable, movable chairs).

PROCEDURE:

1. Introduce the workshop goal to entire group. Emphasize the universality of process (i.e., applicability to E.S.O.L., G.E.D., A.B.E., etc.) (approximately ten minutes)

2. Demonstrate an initial classroom meeting between teacher and new student in which the teacher discovers student needs, gives a brief overview of class and the teacher and student agree on tentative objectives.

   Option: Dramatize an ineffective encounter between teacher and new student.

   Option: Have teacher participants write situation cards (approximately ten minutes).

3. Large group divides into groups of three. Triads meet and practice process. Each person alternately assumes roles of teacher, student and observer. (use guidelines)

   Option: Use dyads rather than triads.

   Have situation cards available for optional use. Be sure to include all types of classroom settings (e.g., G.E.D., A.B.E., E.S.O.L., Exceptional Adult, etc.) served by the teachers participating in specific workshop. (approximately thirty minutes)

4. Conduct round-table discussion and evaluation

   a. share successful ideas
   b. share problems
   c. Where do we go from here?

SUGGESTIONS:

A. Suggested situations to be considered by workshop participants

   1. older illiterate student

2. person afraid of tests (or of school)

3. high school drop-out

4. student who wants to go into armed services

5. student who wants to go into practical nurse training

6. student who is motivated to attend class only because he/she is receiving a stipend (e.g., a CETA student)

7. student who is motivated to attend class only because he/she is on parole or probation, and must attend

8. divorced woman unable to cope

9. illiterate student who wants to be able to read letters from his/her children

10. immigrant who needs diploma

11. student with unrealistic goals

. Suggested guidelines for teachers to use in encounter with new student:

1. The following questions are suggested to engage new student in discussion:

   a. What would you like to learn to do?
   b. What do you hope to do? (job, etc.)
   c. What do you do well?
   d. What do you have trouble doing?
   e. How may I be of help to you?
   f. What are you expecting to learn?

2. Share your perceptions of the student's needs with the student.

3. Prepare the student to adapt to the classroom.

4. Be realistic with the student about the time needed to reach goals.

5. Be honest about your ability to meet the needs of the student. Suggest alternative or additional ways of learning (other adult education classes, etc.)

6. Write agreed-upon plans with student. Provide personal copy for student and keep teacher copy in student's file. Refer to this often with student, and chart progress regularly.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

INSTRUCTIONAL SKILLS

LEARNING ACTIVITIES

Developed by

Brevard County Schools

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INSTRUCTIONAL SKILLS

These learning activities will invite adult educators to improve their instructional skills. They are specifically designed to enhance the ability of adult education teachers to assess learning needs and use relevant and effective instructional methods.

Adult educators are faced with the challenge of determining learning needs and matching needs to available resources. Achievement of this challenge requires a high level of interaction between the teacher and the learner. What is to be learned and how it is to be taught are mutual concerns of both the teacher and the learner. Evaluation of instruction and learning are also cooperative concerns. Teaching and learning are interchangeable processes in life-long learning.

The staff developer's objective is to determine learning needs (of teachers) and to match needs with available resources.

These activities are resources for the staff developer to match to teacher learning needs. They will invite teachers to develop or enhance their instructional competencies.

Competencies

Assess learning needs.

Diagnose entry knowledge and skill of adult learners for a given set of instructional objectives.

Use performance-based assessment procedures.

Provide for learner self-evaluation.

Recognize symptoms of physical deficiencies that may hinder performance.

Provide continuous feedback to learners on their education progress.

Keep records of class and individual progress.

Use relevant and effective instructional methods.

Communicate in a coherent and logical manner.

Use sequential, relevant short-range instructional objectives.

Assist adult learners in development of problem-solving skills.

Apply instructional techniques which use the talents, abilities and experience of group members.

Assist adults in the development and use of learning skills.

Provide practical activities for learning.

Adjust instructional techniques to meet immediate learning needs.

Promote self-directed learning.

Description of Activities

"Individualizing Instruction"

This activity will assist teachers to improve their techniques to individualize instruction. Teachers will be involved in role-playing activities to improve their interview skills. Teachers will tour a classroom set up for individualized instruction.

"Review and Identification of Published Evaluation Instruments"

This activity will acquaint adult education teachers with various published evaluation instruments. A consultant will present available materials and facilitate discussions regarding desirable characteristics of tests. Teachers will have an opportunity to review materials and share their perceptions.

"Sharing Techniques for Learner
Self-Evaluation in Adult Education"

This activity will assist adult education teachers to enhance their techniques to provide for learner self-evaluation. A consultant will share techniques as well as facilitate a discussion to elicit teacher techniques. The activity provides for small-group seminars for teachers of the same subject area.

"Strategies and Techniques for Adult Testing"

This activity will assist teachers to enhance their testing techniques. Discussions will be facilitated to assist teachers to develop techniques to reduce student anxiety during a testing session. The activity includes a presentation by a consultant and the simulation of techniques.

"Teacher-Made Instruments and Techniques
for Diagnostic, Achievement and Final
Evaluation Purposes"

This activity will provide an opportunity for teachers to share their student assessment techniques. A consultant will present criteria for valid testing instruments. Teachers will share their "teacher-made" instruments with other participants. An evaluation of selected teacher-made tests will be accomplished.

INDIVIDUALIZING INSTRUCTION

GOAL:

To improve classroom instruction techniques in order to meet individual learning needs of adults.

RATIONALE:

It has been accepted for years that teaching adults is different from teaching children and youth. For such reasons as smaller classes, higher motivation and absence of authoritarian supervision, teaching adults is different.

Teachers of adults have long tried to individualize instruction to boost each adult's self-esteem, and to make instruction relevant. There are ways in which adult students are different, including: (1) they bring to the learning situation a greater background of life experiences; (2) the ability of older adults to learn does not change with the years, but they may not learn as rapidly as they once did; and (3) most adults are in class because they choose to be there.

It is especially important to individualize teaching techniques for adults. Some adults want an authoritarian figure. The more anxious ones usually want the teacher to control their instruction. On the other hand, many adults are intimidated by the traditional classroom setting. Some adult students are torn between the need to be dependent and the wish to be independent. Those who are highly motivated to achieve usually do well when they have responsibility for their own learning.

Specifically, the purpose of this activity is to involve adult education teachers in the application of an instructional technique appropriate for adults with varying achievement levels. The activity would be appropriate for both small and large groups, depending upon the type of presentation. For example, if using simulation of an adult education classroom, perhaps only 15-20 participants would be optimal. If using a demonstration model, 30-40 participants could be involved.

TIME:

Four to six hours

WORKSHOP SETTING AND MATERIALS:

An adult education classroom which has been modeled for an individualized program would be the setting. This classroom would have round tables as small discussion areas, individual learning areas, a comfortable

reading-relaxing area, etc. (see diagram No.1).

Equipment and materials relative to this type of method would be available in the classroom. (It should be noted that when using the term "individualized", reference is to a planned program for each adult based on diagnosis of learning achievement and goals of the individual. This does not mean that each adult is working totally independent of other adults. In this class setting, a variety of methods can be employed in order to meet individual and group needs of the adult learners.)

PRE-WORKSHOP ACTIVITIES:

1. Utilizing a simulation, a consultant and an adult education teacher skilled in the utilization of the technique would be appropriate choices. Contact a nearby university or the ABE consultant at the State Department of Education. Also, plan with a local teacher who is using this method effectively.

2. Contact the consultant by phone and relate the purpose of the workshop. An appointment should then be made to discuss in detail the workshop and desired outcome.

3. A formal letter should follow as an invitation, outlining clearly what is expected in the workshop. Send copies to appropriate personnel within the district.

4. Send a newsletter to all participants at least four weeks in advance describing the purpose and nature of the planned activities.

5. Another follow-up announcement in the form of the AGENDA should be sent to all persons to be involved in the workshop at least one week in advance.

PROCEDURES:

1. Pre-planning sessions should be arranged with the facilitators of the workshop to ensure that all necessary activities are clarified.

2. Considerations should be given to time frame of each activity, materials needed, type of activities, evaluation instruments, etc.

3. SIMULATION CLASSROOM FOR INDIVIDUALIZING INSTRUCTION TECHNIQUE.

    a. Facility: The facility should reflect a classroom arranged for multi-faceted student activities which would insure mobility and structure (see diagram No.1).

    b. Leaders: The consultant would act as the class instructor, the ABE teacher as a volunteer aide or para-professional.

    c. Participants: The teachers participating in the inservice would come into the class as first night adult education

students. Each participant would be handed a description of the type of adult education student he or she is to portray. (See example: Role Playing No. 2.) These case studies for role-playing would be developed in the pre-planning sessions by the facilitators.

d. The consultant and teacher would carry the participants through a simulation of a first class and perhaps a second class session. This would require perhaps 1½ hours. A break should occur and the next hour would involve questions and answers or problem-solving.

e. Each participant would choose a partner. One would play the instructor, and the other would portray a student, based on the original hand-out. The "instructor" would conduct an informal interview.

INFORMAL INTERVIEW

First, you invite adult students to be comfortable. A welcome and compliment might suffice. Then, ease into an explanation of why you are asking these questions. Talk a little about how excited you are about having the opportunity to work with adults who want to come back to school. You might even mention that you are taking an adult education class to learn something new and exciting. (Give the impression that "we are in this together.")

1. How did you find out about this class?
2. What do you hope to learn in this class?
3. Are you working now? If so, where? Do you like your work?
4. Do you have children? How old are they? Would you be able to use a nursery if we had one available?
5. Do you have transportation problems? Would you carpool?
6. What would you like to do after you finish this class?

(Questions can be modified and expanded, depending upon responses. Be a good listener even if the adult student strays from the questions.) Remember, these questions shouldn't appear too formal. After all, you are inviting the student to feel comfortable and less anxious. Try to envision yourself as meeting a new neighbor and making a new friend.

EXAMPLE OF ROLE-PLAYING HAND-OUT

Name: Joe Smith Age: 48
Employed: Part-time carpet layer
Ethnic Background: Caucasian
Instructional Level: (Based on pre-interview)
Level 1. Knows the alphabet and recognizes some words.
Reads at 1.5 grade level

Married: Wife's name, Joan
Children: (5) 3 living away from home
1 thirteen-year-old girl at home
1 seventeen-year-old boy at home

Joe smith was recently put on part-time by his boss because of a decline in business. His boss discovered he could not read or write enough to handle another job so he could be put on a full-time position. Joe is also having trouble with his teenagers. His son ridicules him because he cannot read, and his daughter is ashamed to bring her boyfriends home. His wife, Joan, has been wanting to go back to school, but Joe feels threatened because his wife has never worked and her educational level exceeds his. Joe is not articulate and is nervous. He is not easily drawn into a discussion. He is at school for economic reasons only. Under normal circumstances, without the encouragement of his boss, he would have never come.

EVALUATION:

Secure evaluations relative to the workshop involvement.

SUGGESTED FORM:

1. I teach (name the subject)_____.

2. Number of years experience teaching adults._____

3. Number of years experience teaching: Elementary _____ _____
High School _____College _____Other _____

4. I received most help in today's meeting from _____
_____.

5. What was there about the above that made it useful?
_____
_____
_____

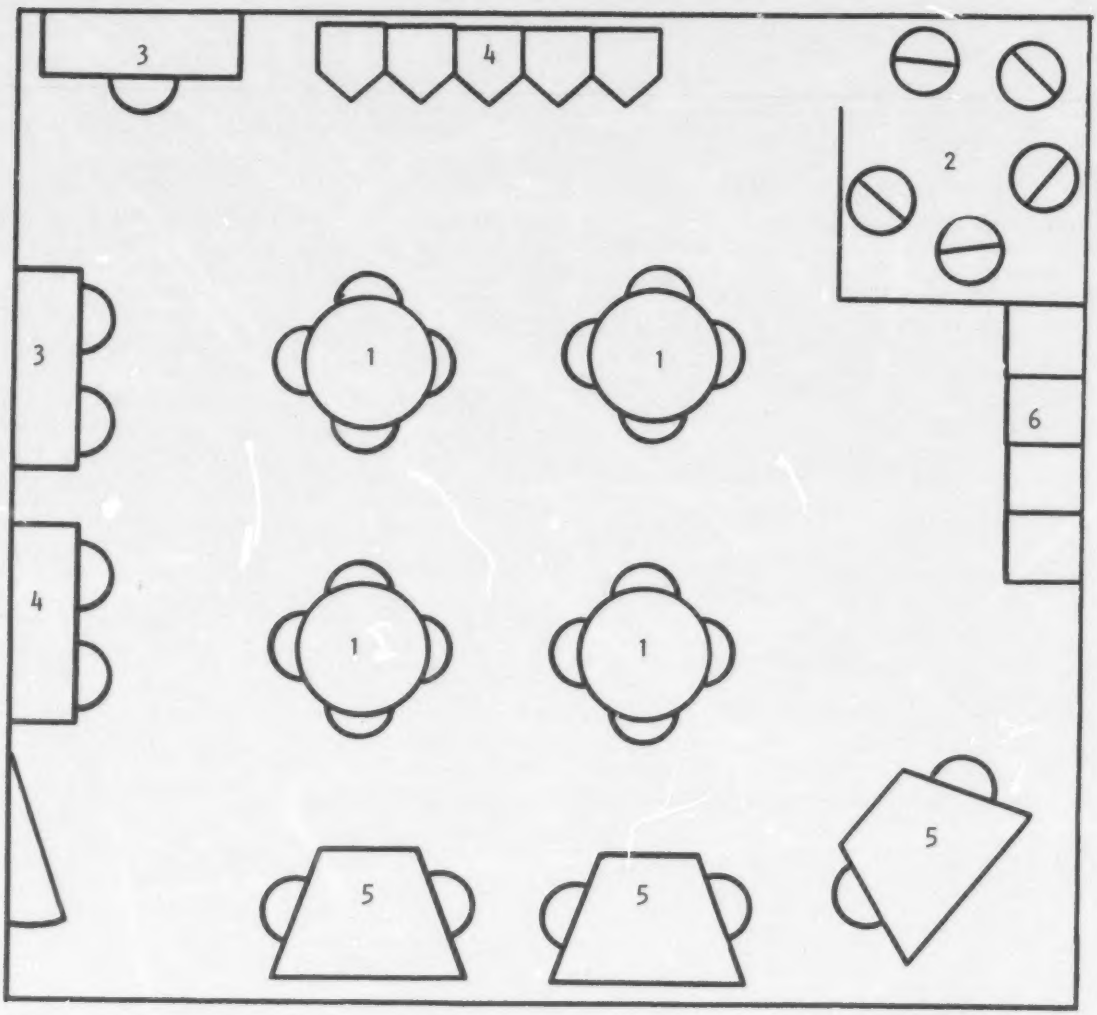
6. What experience or observation helped you learn?
_____
_____

7. What questions went unanswered or need more attention to make you feel comfortable with this technique?
_____
_____

Suggestion: Time _____
Place _____

8. Further comments:

DIAGRAM No. 1



1. Small group discussion areas can be used for total group activities.
2. Relaxation - interaction area.
3. Research - learning center area
4. Independent work area
5. Tutor - student area
6. Filing - resources

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

REVIEW AND IDENTIFICATION OF PUBLISHED EVALUATION INSTRUMENTS

GOAL:

To improve the ability of adult educators to assess the entry knowledge and achievement of students in specific subjects.

RATIONALE:

Adults possess backgrounds and experiences that determine their attitude toward a total program. The effective adult educator is able to apply available methods and instruments to ascertain the entry, developmental and completion skills or knowledge of adult learners.

The purpose of this activity is to acquaint adult teachers with various testing methods and instruments appropriate for the adult education setting.

TIME:

x hours

WORKSHOP SETTING AND MATERIALS:

A comfortable meeting and work area will be necessary. Specific subject matter materials will include:

1. Available standardized tests for specific subjects.
2. Specific scope and sequence requirements and assessment documents.

PRE-WORKSHOP ACTIVITIES:

1. Send a letter to participants describing the purpose of the workshop and the nature of planned activities. Secure a list of those to attend per subject area.
2. Reserve an appropriate meeting place.
3. Secure the services of a consultant.
4. Contact publishing agencies for required materials.
5. Assemble materials by subject area.

PROCEDURE:

1. Introduce consultant and/or group leaders. Provide opportunity for participants to become acquainted.

2. Review goals and objectives of the workshop. Provide opportunity for modification to meet specific needs or interests.

3. Encourage participants to review and select materials that meet their own specific needs.

4. List desirable and undesirable characteristics of tests and materials as they relate to purposes.

5. Review and evaluate materials of a subject area based upon these characteristics.

6. Select appropriate testing materials and programs.

7. Report group selection rationales and recommendations for implementing evaluative instruments.

EVALUATION:

Secure an evaluation from each participant at the conclusion of the workshop activities.

FOLLOW-UP:

Secure an evaluation from each teacher as to the effectiveness of the selected testing program after it has been implemented for at least one term.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

SHARING TECHNIQUES FOR LEARNER SELF-EVALUATION IN ADULT EDUCATION

GOAL:

To improve the techniques used by adult educators to provide opportunities for learner self-evaluation.

RATIONALE:

In many areas, adult educators are employed with experiences relating only to elementary or high school classroom environments. Frequently, the prospective adult educator has had little exposure to the varied educational, ability and experience levels that are encountered in the adult education classroom.

This activity is designed to provide an opportunity for adult educators to assess the various self-evaluation techniques appropriate for dealing with the varied backgrounds of adult learners. Specifically, it will provide an opportunity for adult education teachers to share, evaluate and model different techniques for learner self-evaluation.

TIME:

Three to six hours

WORKSHOP SETTING AND MATERIALS:

A comfortable facility is needed to accommodate a consultant-oriented large group meeting. Comfortable and informal areas, preferably with tables and chairs, will be needed to facilitate small-group, round-table discussions.

Specific equipment and materials needed would be determined by collaboration with the consultant.

PRE-WORKSHOP ACTIVITIES:

1. Secure the services of a consultant with a high level of expertise in adult education instruction. Consultants may be identified from university personnel, state department staff and experienced local adult educators.

2. Contact the consultant, relate the purpose and goals of the workshop, and emphasize the need for techniques relating to learner self-evaluation.

3. Send a letter to all participants describing the purpose of the workshop and the nature of the activities. It is advisable that a

questionnaire be enclosed to determine job descriptions and/or subject areas and areas of interests. Participants may be invited to bring one technique for learner self-evaluation.

4. A small-group facilitator should be identified for each subject area. He or she should be notified as to his or her role in relation to the goals of the workshop.

PROCEDURE:

1. Upon arrival at the workshop, all participants should be given name tags identifying their school and subject area. Coffee could be served during the time participants are becoming acquainted.

2. Workshop participants will meet in a large group setting with the consultant. The responsibility of this session will rest largely with the consultant. His responsibility will be to provide a general overview of learner self-evaluation techniques applicable to all subject areas. A question-and-answer session may follow.

3. A break should be provided at this point to give participants time to move to their small subject-area seminar. Participants should be encouraged to take refreshments to the small-group seminars to create a comfortable, informal atmosphere.

4. In the subject-area seminars, the small-group facilitator will re-establish the goals of the workshop. The participants will be invited to share and discuss their own self-evaluation techniques.

   During the time alloted to subject-area seminars, the consultants will visit each group, lending any assistance needed.

5. Following the seminars, the participants will reconvene in large group session to share techniques discussed in seminars with the facilitator. The participants will gain further techniques adaptable to individual needs.

EVALUATION:

Secure evaluations from participants and facilitators at the end of the workshop. Evaluation from the consultant will be helpful for future workshops.

VARIATIONS:

The purpose of the workshop may also be addressed by involving the participants in the following:

1. Role-playing with each member of the small group taking the role of a different type of adult learner. The members of the group will discuss various techniques of self-evaluation applicable to this learner.

2. A panel discussion on learner self-evaluation to replace the consultant-oriented seminar.

3. Visitations by small groups or individuals to selected classrooms.

4. Viewing filmstrips and/or other aduio-visual aids dealing with learner self-evaluation.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

(Continued)

Facilitator Comments (Continued)

3. This activity can be improved by:

4. Suggestions for future use:

STRATEGIES AND TECHNIQUES FOR ADULT TESTING

GOAL:

To improve testing strategies and techniques of adult education teachers.

INTRODUCTION:

Many adult students exhibit apprehensive behavior when confronted with standardized tests. Teachers in Adult Education, particularly those new to the field, may not be aware of the extent of this problem.

This activity is intended for all adult education teachers. Its purpose is to familiarize them with the structure and administration of specific standardized tests in order to become more attentive to the adult student's reactions.

TIME:

The activity is appropriate for any size group and would require about four hours.

WORKSHOP SETTING AND MATERIALS:

A comfortable meeting area with tables and chairs would be necessary. Materials needed include:

1. A variety of tests, including samples of standardized and teacher-made tests;
2. a supply of paper and pencils; and
3. specific equipment, contingent upon the needs of the consultant.

PRE-WORKSHOP ACTIVITIES:

1. Secure the services of an instructional specialist (consultant). The consultant should be someone who is thoroughly familiar with tests and their effects upon individuals taking them. The consultant need not be a professional test-maker or educational expert. It may be wise to consider several persons before the final choice is made.

2. With the advice of the consultant, assemble a packet of actual tests used in Adult Education; for example, Florida's basic skills and functional literacy tests, and tests prepared by adult education teachers in all the disciplines.

3. Send a letter to the consultant outlining fully what is expected, including limiting activities to the specific tests in the packet and preparing the material needed for simulation.

4. Send a letter to each participant in advance of the workshop, describing the purpose of the workshop and nature of planned activities.

PROCEDURE:

1. Registration and getting acquainted: Name tags should be distributed and filled out near the entrance to the facility. Coffee and doughnuts could be served to promote a friendly atmosphere.

2. Distribute packets of tests to each participant and explain the goals of the workshop.

3. Introduce the consultant, who then will:

   a. discuss the structure of the tests in the packet;

   b. elaborate upon the taking of the tests and its effects on the adult students; and

   c. simulate techniques which could be used to reduce student anxiety and make them "test-wise". In no way should this step be minimized or slighted. The consultant should have prepared all materials needed for the simulation (not including the test packet).

4. Provide for a question-and-answer period.

5. Provide time for evaluation.

EVALUATION:

Secure evaluations from each of the participants at the end of the workshop. The consultant's evaluation could be used to plan future workshops.

VARIATIONS:

1. The simulation could be done by using the role-playing technique.

2. Group participants themselves could be involved in a test-taking simulation to demonstrate predictable apprehensions.

TEACHER-MADE INSTRUMENTS AND TECHNIQUES FOR DIAGNOSTIC, ACHIEVEMENT AND FINAL EVALUATION PURPOSES

GOAL:

To improve the ability of adult educators to assess the entry, developmental and achievement level of adult learners.

RATIONALE:

Adults possess backgrounds and experiences that determine their attitude toward a total program. The effective adult educator is able to apply available methods and instruments to ascertain the entry, developmental and achievement level of adult learners.

This activity will acquaint adult teachers with the methods and techniques useful in developing evaluation instruments in subject areas.

This activity is appropriate for large or small groups, depending upon the scope of subject areas and the presentation of the consultant.

TIME:

Four hours

WORKSHOP SETTING AND MATERIALS:

A comfortable meeting area with both tables and chairs would be necessary. Specific equipment and materials would be determined in collaboration with the consultant or psychometrist.

PRE-WORKSHOP ACTIVITIES:

1. Secure the services of a consultant who is aware of attitudes and apprehensions of the adult learner in testing situations and various assessment techniques.

2. Contact the consultant by telephone and relate the purpose and goal of the workshop. Also, describe any particular emphasis desired by the staff. A letter should be sent to the consultant clearly outlining what is expected.

3. Reserve an appropriate meeting place.

4. Notify participants by mail of the purpose of the workshop. Invite them to bring examples of teacher-made evaluation instruments.

PROCEDURE:

1. Small-group discussion and sharing of teacher-made tests.
2. Participants may be grouped according to content area.
3. Consultant presents criteria for valid testing instruments.
4. Participants review and evaluate teacher-made tests.

EVALUATION:

1. Secure an evaluation from each participant at the end of the workshop activities.
2. Secure an evaluation from each teacher as to the effectiveness of the selected testing program after it had been implemented for at least one term.

Facilitator Comments

1. The strengths of this activity are:
2. The weaknesses of this activity are:
3. This activity can be improved by:
4. Suggestions for future use:

INTERPERSONAL RELATIONSHIPS

LEARNING ACTIVITIES

Developed by

Orange County Schools

Art Anderson
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Joe Keezel, Facilitator

INTERPERSONAL RELATIONSHIPS

These learning activities will invite adult educators to improve their interpersonal relationships with adult learners. They are specifically designed to enhance the ability of adult education teachers to develop effective working relationships with adult learners and to exhibit behavior that reflects recognition of the dignity and worth of individuals.

Understanding and communicating effectively with learners are chief ingredients of successful adult education practices. The teachers of adults must regard each learner as an individual with unique needs and interests. The quality of relationships can enhance or hinder learning processes. It is vital for the adult educator to establish effective interpersonal linkages for each learner and to invite adult learners to assume responsibility for their own learning.

The staff developer's responsibility is to establish effective interpersonal relationships with adult education teachers and to invite them to assume responsibility for their personal and professional growth.

These learning activities are resources for the staff developer to use to invite adult education teachers to develop or enhance their interpersonal competencies.

Competencies

Develop effective working relationships with adult learners.

- Establish a basis for mutual respect for adult learners.
- Interact constructively with adults.
  (Approachable, friendly, responsive and supportive)
- Use reinforcement techniques.
- Apply principles of group dynamics.
- Respond positively to constructive criticism by making appropriate changes.
- Observe adult learners expressing their ideas freely.

Exhibit behavior reflecting a feeling for the dignity and worth of individuals.

Accept comments of adult learners with a positive attitude.

Solicit comments and expressions of adult learners.

Relate effectively to people from a variety of cultural, economic and occupational backgrounds.

Assist in developing positive self-concepts by designing "success" opportunities for each learner.

Encourage the learner's growth through supportive communication.

Description of Activities

"Cultural Shock"

This activity includes the demonstration of techniques to improve intercultural and interpersonal relationships with students of various backgrounds. The purpose of this activity is to increase the teacher's awareness of cultural shock. The activity will involve teachers in a sequence of skits. The activity may be modified to involve teachers in developing skits.

"Life Line Activity"

This activity demonstrates a technique that can be employed in the classroom in order that students may become acquainted. Participants prepare an illustration of their "life line" that includes five events that were significant to them. This technique enables participants to learn about each other.

"On The Couch"

This activity is designed to increase the use of community resources within the classroom. Teachers will collectively analyze their role as an adult educator. They will be asked to develop a list of community resources that relate to each aspect of the role of an adult educator. The activity requires good facilitation and a high level of communication. It will increase teacher awareness of community resources.

"Ruby Rude vs. Konnie Kindness"

This activity will assist teachers to become more aware of their classroom behavior. It provides for the demonstration of positive interpersonal skills by contrasting them with negative traits. The activity includes large-group discussions and role-playing. It is organized in a format similar to that of a play with three acts.

"Strokes"

This activity invites adult education teachers to use positive reinforcement techniques. Participants are involved in small groups to share techniques that relate to specified situations. These situations include: welcoming a new student; discussing student progress; reviewing attendance policies; and correcting test items. A large-group session also is included.

"What Did You Say?"

This activity is appropriate for opening a workshop. It focuses on the need for teachers to communicate effectively and to develop a trust relationship with students. Participants are involved in groups of two to focus on the elements of good communication.

CULTURAL SHOCK

GOAL:

To demonstrate varied techniques that can be used in the classroom to improve intercultural, interpersonal relationships with students from different backgrounds.

RATIONALE:

Students who attend adult education classes represent a wide variety of cultural backgrounds and experiences.

The purpose of this activity is to increase the teacher's awareness of cultural shock and to invite him to discover methods he can use to effectively neutralize this with his students by:

1. Relating effectively to people from a variety of cultural, economic, and occupational backgrounds.

2. Assisting in developing positive self-concepts by designing "success" opportunities.

3. Interacting constructively.

4. Establishing a basis for mutual respect.

This activity will consist of several 3-5 minute skits, each focusing on known problem areas.

TIME:

It would be suggested that the total time be limited to three hours and the number of participants 15-20.

PRE-WORKSHOP ACTIVITIES:

Survey invited participants about typical problems they encounter. These "known concerns" will make up agenda for skits.

PROCEDURE:

Skits will be determined by the facilitator and will be presented to the participants followed by a brief discussion of key points. Skits will relate to the following:

1. How do you invite adults to feel comfortable?

2. Show interest in job-profession.

3. Permit him to discuss background information.

4. Discuss educational experiences privately.

5. If foreign language presents a communication problem, make it known rather than ignore the student.

6. Ask questions the student can relate to.

7. Make him or her an "authority" on his or her customs (if he or she has just arrived in the United States).

EVALUATION:

Have participants complete the following statements that will be collected:

1. I previously had difficulty with _____.

2. I _____ think I can better handle that problem.
(now/do not)

VARIATION:

Workshop participants may be involved to develop skits relating to the "known concerns". This could be accomplished with small groups. Presentations could be made to the entire group.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

LIFE LINE ACTIVITY

GOAL:

To demonstrate a method of self-introduction revolving around the most important events in each participant's life.

PURPOSE:

This activity is designed to assist adult educators to develop effective working relationships with adult learners. It is appropriate for groups, both large and small. It may be completed in thirty minutes.

PRE-WORKSHOP ACTIVITIES:

The facilitator should prepare, for the sake of demonstration, an illustration of his "life line", with the five most significant events designated.

WORKSHOP SETTING:

Any classroom or facility large enough to accommodate the participants.

PROCEDURE:

1. The facilitator will present to the group an illustration of his "life line" and discuss the significance of the events he has chosen. This presentation can be executed by use of an overhead projector, handouts, chalkboard or easel.

2. The facilitator will present each participant with paper and pencils, and allow sufficient time for each participant to draw his "life line", using birth and death as the extremities.

3. The five most significant events in each participant's life should be underlined.

4. The one event the participant wishes to present to the group should then be circled.

5. Allow 5-10 minutes for steps 3 and 4.

6. The facilitator will request participants to share circled events with the group.

EVALUATION:

Upon completion of this activity, participants will be asked to respond verbally or in writing to the following questions:

a. As a result of the activity, do you have a better knowledge of the group members?

b. As a result of the activity, do you have a better appreciation of the group members?

c. As a result of this activity, do you feel as though you can relate better to the individuals of this group?

OPTIONS:

Career-line
Learning-line

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

ON THE COUCH

GOAL:

To increase the use of community resources in adult education classes.

DESCRIPTION:

Participants will list words and ideas describing their teaching role or involvement. They will be invited to analyze their perceptions and consider related community resources.

TIME:

One to two hours.

RESOURCES:

Three newsprint pads or sufficient chalkboard space (must be easily visible to participants).

PROCESS:

1. Moderator introduces activity.

2. The moderator will ask participants to indicate what they do in an instructional setting with adult learners. The participants should indicate what they do by sharing words like "teach", "counsel" and "listen". They should be invited to say whatever comes to mind (no discussion).

3. Moderator asks group to take each of the previous responses and relate them to real experiences with learners. Participants are called on at random for responses.

4. Moderator asks group to consider which community resources might assist in dealing with the real experiences (i.e., individual cases) as collected. Moderator calls on participants at random.

5. The activity can be closed by asking the teachers what they need in order to more effectively use community resources or provide information to adult learners.

EVALUATION:

The participants should be asked to evaluate the process employed in the workshop. They should also be asked to give recommendations regarding future activities. In addition, it may be valuable to ask the participants to indicate what support they need from program administrators in order to effectively use community resources.

ON THE COUCH

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

RUBY RUDE VS. KONNIE KINDNESS

GOAL:

To demonstrate positive interpersonal relationship skills by contrasting them with negative traits.

RATIONALE:

It is vital to establish and maintain effective working relationships with adult learners.

The purpose of this activity is to present extreme roles that the participants can observe and evaluate. Teachers will observe how to:

1. Establish a basis for mutual respect with adult learners.
2. Communicate effectively with adult learners.
3. Encourage the learner's growth through supportive communication.
4. Interact constructively with adults.
5. Use reinforcement techniques.

TIME:

This activity is designed for the involvement of ten to fifteen teachers. It may be adapted to much larger groups. The total length of the presentation should be limited to twenty to thirty minutes, with additional time to discuss and evaluate, following the observation.

PRE-WORKSHOP ACTIVITIES:

Selected participants will need to be contacted prior to the workshop and invited to serve as actors and observers. The actors will need to have sufficient time to prepare a script.

MATERIALS AND RESOURCES:

A regular classroom large enough to comfortably accommodate participants would be suitable for this session. A stage area would not be necessary, as it might invite participants to feel less active.

Develop a role playing evaluation sheet, listing skills demonstrated by contrasting personality actors. These should be given to all observers. They may be filled out during the performance as positive and negative activities are presented.

PROCEDURE:

1. Provide an opportunity for participants to become acquainted.
2. Explain purpose of workshop and responsibilities of participants.
3. Pass out role-playing evaluation sheets and answer questions.
4. Introduce characters including role description of each. (Both teachers and the new adult student.)
5. Describe first act as a student approaches his first evening at class and meets his teachers.
6. The negative traits will be presented first in each act with care taken to contrast each with the positive trait following.
7. Time between acts should be used by participants to record comments regarding each scene.
8. Describe second act where we find a student sometime later (perhaps a month) as he studies in class.
9. Second act is presented.
10. Describe setting of third act where we find the student attending class for the last time.
11. Third act is presented.
12. Review purpose and goal of workshop.
13. Invite participants to comment on each act being certain to accept traits to be avoided, skills to be nurtured, and additional comments concerning both scenes in the act.

EVALUATION:

Ask all participants to complete the following statements on a 3X5 card, to be provided.

1. I think this workshop made us aware of _____.
2. I have become more aware of _____.

SAMPLE DIALOG:

Act one, first night, scene one

Ruby: "Since you have arrived late ....."

Act one, first night, scene two

Konnie: "Hi, i'm Konnie....."

Act two, midway, scene one

Ruby: "Here's a test, see if you have learned ANYTHING. Your attendance is beginning to be a problem."

Act two, midway, scene two

Konnie: "You have been doing well. Would you like to check your progress now? I am glad you were able to come tonight."

Act three, last night, scene one

Ruby: "_____(student's name) hasn't been to class in three weeks. I guess he failed again."

Act three, last night, scene two

Konnie: "Congratulations,_____(student's name)! You have completed all your areas of study and have done well. You may now make further plans."

OPTIONS:

Other dialogues may be developed and presented by the group.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

STROKES

GOAL:

To invite adult education teachers to use positive reinforcement techniques.

RATIONALE:

The purpose of this activity is to record positive oral expressions (statements) that would be effective with adults. It will provide teachers with alternative methods in order that they may:

1. interact constructively (approachable, friendly, responsive and supportive);

2. use reinforcement techniques; and

3. exhibit behavior reflecting a feeling for the dignity and worth of individuals.

This activity is designed to involve 15-21 teachers. They will be divided into groups of three (triads).

TIME:

Two to three hours

MATERIALS AND RESOURCES:

A large meeting room with furniture that may be easily arranged and re-arranged will benefit the sub-grouping.

Participants need to be encouraged to bring their personal classroom experiences (successes and failures) to the workshop.

PROCEDURES:

1. Provide an opportunity for participants to get acquainted.

2. Review purpose of workshop and its agenda.

3. Divide group into triads.

4. Provide paper and pencils to each group and ask them to select a recorder.

5. Present to all the participants, by writing on chalkboard or overhead projector, the following situations:

   a. welcoming a new student;

b. discussing progress of student;

c. reviewing attendance with student unable to attend regularly;

d. correcting test questions with student:

i. who did well
ii. who did poorly

e. dismissing students at the end of class.

6. Invite participants to discuss and record how, why and the results they note from each situation listed. (Permit about one hour.)

7. At the end of an hour, invite participants to reassemble in a large group setting.

8. Taking each situation separately, ask the recorders to explain how their group handled the particular situation.

9. After all discussion and comments concerning each situation, move on to next until all five have been presented.

EVALUATION:

Ask participants to respond to the following statements:

1. I have benefited from this workshop. YES ___ NO ___

2. My greatest growth has been in the area of _____.

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

WHAT DID YOU SAY?

GOALS:

The goals of this activity include developing effective working relationships, establishing mutual respect, communicating effectively and responding to constructive criticism by making appropriate changes.

RATIONALE:

The rationale behind this activity is to help the workshop facilitator use an activity that stresses the importance of communication at the opening phase of a workshop.

TIME:

The length of time is approximately 25 minutes. Any number of persons may participate in this activity. (They will be grouped in pairs.)

WORKSHOP SETTING:

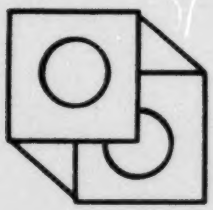
This activity could be conducted in a room with chairs, sheets of blank paper, pencils with erasers and a clock.

PROCEDURES:

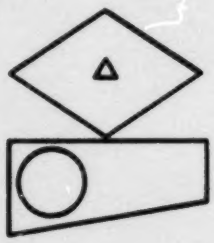
1. Divide the group into pairs and distribute materials.

2. The sender will describe to the receiver exactly how to draw the figure given. The receiver cannot ask questions or watch the sender's face or body language. (Suggestion: work in pairs, sitting back to back.) Examples of figures to be drawn by the receiver:

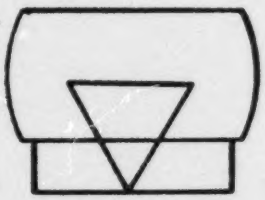
A.



B.



C.



3. Reverse the roles of the sender and the receiver. This time, the receiver can ask questions.

4. Group discussion about problems encountered. Use of such questions as:

   a. Was the second time better or worse?

b. How does this relate to the ways communication takes place?

c. What implications might there be when considering the teacher-student relationship?

d. Does this bring about any ideas on how to more effectively communicate with adult learners?

EVALUATION:

The teachers will be asked to respond to the following questions:

a. Did this activity enable you to become better acquainted with other workshops participants?

b. How might this activity be used in an adult education classroom?

Facilitator Comments

1. The strengths of this activity are:

2. The weaknesses of this activity are:

3. This activity can be improved by:

4. Suggestions for future use:

ASSESSMENT

ASSESSMENT FOR
A STAFF DEVELOPMENT SYSTEM

Needs Assessment

Assessment of Activities

Self-Assessment

ASSESSMENT

Assessment in relation to staff development systems can be considered from three perspectives. Each perspective is a necessary element of a complete system. Assessment relates to determining teacher learning needs in order that learning activities may be planned. Assessment also relates to determining the effectiveness of a learning activity. Finally, assessment can relate to having teachers make a self-assessment of their performance. Each of these has a place in a complete staff development system.

Needs Assessment

Assessing learning needs of teachers can be accomplished through informal interviews or formal surveys. It is effective to employ both techniques.

The staff developer can informally assess learning needs by recognizing areas for improvement, listening to teacher problems and aspirations and by interviewing teachers. Informal assessment of teacher needs is the same process that adult education teachers employ to assess the learning needs of students.

Formal needs assessments can be accomplished by soliciting responses from teachers to a questionnaire or survey. A competency-based survey can be developed to determine teachers' perceptions of their performance. (An example of a competency-based needs assessment survey is provided in the Appendix of this guide.) Assessing needs of teachers with formal techniques can be compared to the use of diagnostic instruments designed to assess adult learner needs.

Assessment of Activities

The assessment of activities is also referred to as "workshop evaluation". Data derived from workshop evaluation is useful for designing future activities. This data illustrates the extent to which objectives were met. It also illustrates the effectiveness of the process employed. (Several sample workshop evaluations are included in the Appendix of this guide.) This type of assessment can be compared to the techniques that adult education teachers use to gain feedback from students regarding some activity.

Self-Assessment

The assessment of personal and professional characteristics by oneself is a powerful means for developing a commitment to learn. The "Adult Educator Self-Assessment Inventory" has proven to be an effective personal and professional growth invitation (See Appendix). Self-assessment in the staff development system can be compared to techniques that adult education teachers use to have learners evaluate themselves. Self-assessment will assist teachers to assume responsibility for their own learning.

TO THE STAFF DEVELOPER:

We are interested in improving and expanding this material on an ongoing basis. You are invited to share your comments and evaluation regarding the guide with us. Also, we are interested in knowing how you may have modified the learning activities to meet the needs of your teachers.

Thank you.

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APPENDIX

Workshop Evaluations

WORKSHOP EVALUATION

Please check the number which indicates your response to the statements given below.

1. The organization of this workshop was...	Excellent 5 4 3 2 1	Poor
2. The expectations of the workshop were clear.	Clear 5 4 3 2 1	Vague
3. The facilitator(s) was/were ...	Excellent 5 4 3 2 1	Poor
4. The workshop was ...	Most helpful 5 4 3 2 1	a waste of time

5. Comments!

Strong features:

Weak features:

Likes:

Dislikes:

Other:

6. How could this workshop be improved?

EVALUATION

Adult Learning

Please rate each statement by circling the appropriate number. The scale represents the following evaluation:

1	2	3
The objective was not met.	The objective was partially met.	The objective was fully met.

Develop conditions which facilitate learning by --

1.	providing a suitable learning environment.	1	2	3
2.	reinforcing positive attitudes toward adult learning.	1	2	3
3.	assisting adult learners to develop positive attitudes towards lifelong learning.	1	2	3
4.	relating learning to immediate application.	1	2	3
5.	recognizing signs of the potential adult dropout.	1	2	3

Demonstrate a commitment to lifelong learning through --

1.	participating in adult education staff development programs.	1	2	3
2.	reading professional literature.	1	2	3
3.	enrolling in college courses for professional growth.	1	2	3
4.	attending conventions and conferences relevant to professional growth.	1	2	3
5.	participating actively in professional adult education organziations.	1	2	3

COMMENT: _____

EVALUATION

Community Development

Please rate each statement by circling the appropriate number. The scale represents the following evaluation:

1	2	3
The objective was not met.	The objective was partially met.	The objective fully met.

Understand the purposes of adult education within the community by --

1.	understanding the role of an adult educator.	1	2	3
2.	understanding the national and state objectives and services of adult education.	1	2	3
3.	explaining the role of adult education to both school and community.	1	2	3
4.	talking and acting enthusiastically about the program.	1	2	3
5.	identifying the major functions of community agencies which serve the social, educational, and training needs of adult learners.	1	2	3
6.	identifying potential employment or on-the-job training opportunities within the community.	1	2	3
7.	knowing the social structure and characteristics of the community.	1	2	3
8.	using community resources in the classroom.	1	2	3

Assist individual adjustments to the changing nature of our society through --

1.	inviting learners to consider new roles in a changing society.	1	2	3
2.	using social skills which assist adult learners in developing a positive self-concept.	1	2	3
3.	assisting adult learners in acquiring social skills to relate to others.	1	2	3
4.	recognizing processes involved in community change.	1	2	3

COMMENT: _____

EVALUATION

Curriculum Design

Please rate each statement by circling the appropriate number. The scale represents the following evaluation:

1	2	3
The objective was not met.	The objective was partially met.	The objective was fully met.

Develop and organize curriculum reflecting needs of adult learners by --

1.	providing curriculum for varying ability levels.	1	2	3
2.	identifying needed topics and concepts of each subject taught.	1	2	3
3.	providing curricula which meets the individual's personal interests.	1	2	3
4.	providing curricula which assists adult learners to acquire employment skills.	1	2	3
5.	providing curriculum which stimulates a high level of aspiration.	1	2	3
6.	providing opportunities for adult learners to participate in the evaluation of curriculum.	1	2	3
7.	providing opportunities for adult learners to participate in curriculum development.	1	2	3
8.	relating adult developmental characteristics (sociological, psychological) to curricula selection.	1	2	3

Develop appropriate goals and objectives for adult programs through --

1.	helping adults formulate their goals.	1	2	3
2.	constructing learning objectives with measurable outcomes.	1	2	3
3.	applying adult learning theory to the process of program development.	1	2	3

COMMENT: _____

EVALUATION

Instructional Skills

Please rate each statement by circling the appropriate number. The scale represents the following evaluation:

1	2	3
The objective was not met.	The objective was partially met.	The objective was fully met.

To assess learning needs through --

1.	diagnosing entry knowledge and skill of adult learners for a given set of instructional objectives.	1	2	3
2.	using performance-based assessment procedures.	1	2	3
3.	providing for learner self-evaluation.	1	2	3
4.	recognizing symptoms of physical deficiencies that may hinder performance.	1	2	3
5.	providing continuous feedback to learners on their education progress.	1	2	3
6.	keeping records of class and individual progress.	1	2	3

Use relevant and effective instructional methods by --

1.	communicating in a coherent and logical manner.	1	2	3
2.	using sequential, relevant short-range instructional objectives.	1	2	3
3.	assisting adult learners in development of problem-solving skills.	1	2	3
4.	applying instructional techniques which use the talents, abilities, and experience of group members.	1	2	3
5.	assisting adults in the development and use of learning skills.	1	2	3
6.	providing practical activities for learning.	1	2	3
7.	adjusting instructional techniques to meet immediate learning needs.	1	2	3
8.	promoting self-directed learning.	1	2	3

COMMENT: _____

EVALUATION

Interpersonal Relationships

Please rate each statement by circling the appropriate number. The scale represents the following evaluation:

1	2	3
The objective was not met.	The objective was partially met.	The objective was fully met.

Develop effective working relationships with adult learners by --

1.	establishing a basis for mutual respect with adult learners.	1	2	3
2.	interacting constructively with adults.	1	2	3
3.	communicating effectively with adult learners.	1	2	3
4.	using reinforcement techniques.	1	2	3
5.	applying principles of group dynamics.	1	2	3
6.	responding positively to constructive criticism by making appropriate changes.	1	2	3
7.	observing adult learners expressing their ideas freely.	1	2	3

Exhibit behavior reflecting a feeling for the dignity and worth of individual through --

1.	accepting comments of adult learners with a positive attitude.	1	2	3
2.	soliciting comments and expressions of adult learners.	1	2	3
3.	relating effectively to people from a variety of cultural, economic, and occupational backgrounds.	1	2	3
4.	assisting in developing positive self-concepts by designing "success" opportunities for each learner.	1	2	3
5.	encouraging the learner's growth through supportive communication.	1	2	3

COMMENT: _____

NOTES

FACILITATOR COMMENTS ON WORKSHOP EVALUATIONS:

APPENDIX

Needs Assessment Survey

ADULT EDUCATION

NEEDS ASSESSMENT SURVEY

(Small Program Design)

PURPOSES

a. To provide adult educators with an opportunity to make a self assessment of their perceived level of competency in relation to essential competencies.

b. To provide staff developers with information relating to instructor perceived training needs.

DESIGN

This sixty-nine item instrument includes instructions and space for responses. It may be hand scored or adapted for machine scoring. This instrument is recommended for use in programs with less than sixty teachers.

PRODUCT

A profile is developed by grouping all instructor responses to determine the average for each key competency.

ADULT EDUCATION

STAFF TRAINING NEEDS ASSESSMENT SURVEY

Small Program Design

PURPOSE

This instrument is designed to provide program administrators descriptive information regarding the staff development needs of adult educators. Information is solicited through an anonymous assessment and compiled on a total program basis. This assessment is not a faculty evaluation. Information gathered through this process will assist program administrators in planning effective staff development activities and providing leadership which will improve the quality of services provided for adult learners.

DIRECTIONS

This inventory includes statements relating to abilities or competencies which have been identified as important by a cross section of adult educators. For each of items 1-69, indicate the degree of competence you think you now demonstrate. To assure a valid profile, it is essential that you respond to every item. Mark your responses in the spaces provided next to the statements. Circle the number which best approximates your perception of your own performance regarding that item.

The five degrees of competency are defined as follows:

1. Have a slight degree of competency; a definite need for improvement.
2. Have some degree of competency; a need for improvement.
3. Have a moderate degree of competency; some need for improvement.
4. Have a high degree of competency; may need improvement.
5. Have a superior degree of competency; no need for improvement.

EXAMPLE

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR.....

Item #		
64	Use reinforcement techniques	64. 1 2 (3) 4 5

Meaning: This indicates that you think you have a moderate degree of competency and need some improvement.

INVENTORY OF ADULT EDUCATOR COMPETENCIES

DIRECTIONS: Circle the appropriate number for each item according to the directions on the preceding page. Please respond to every item.

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR.....

1. Provide for learner self-evaluation.	1. 1 2 3 4 5
2. Use sequential, relevant short-range instructional objectives.	2. 1 2 3 4 5
3. Communicate effectively with adult learners.	3. 1 2 3 4 5
4. Solicit comments and expressions of adult learners.	4. 1 2 3 4 5
5. Develop and organize curriculum reflecting needs of adult learners.	5. 1 2 3 4 5
6. Help adults formulate their goals.	6. 1 2 3 4 5
7. Provide a suitable learning environment.	7. 1 2 3 4 5
8. Attend conventions and conferences relevant to professional growth.	8. 1 2 3 4 5
9. Explain the role of adult education to both school and community.	9. 1 2 3 4 5
10. Recognize processes involved in community change.	10. 1 2 3 4 5
11. Diagnose entry knowledge and skill of adult learners for a given set of instructional objectives.	11. 1 2 3 4 5
12. Assist adults in the development and use of learning skills.	12. 1 2 3 4 5
13. Provide curricula which meets the individual's personal interests.	13. 1 2 3 4 5
14. Relate learning to immediate application.	14. 1 2 3 4 5
15. Identify potential employment or on-the-job training opportunities within the community.	15. 1 2 3 4 5
16. Assist individual adjustment to the changing nature of our society.	16. 1 2 3 4 5
17. Keep records of class and individual progress.	17. 1 2 3 4 5
18. Apply principles of group dynamics.	18. 1 2 3 4 5
19. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.	19. 1 2 3 4 5
20. Provide opportunities for adult learners to participate in curriculum development.	20. 1 2 3 4 5
21. Develop appropriate goals and objectives for adult programs.	21. 1 2 3 4 5
22. Read professional literature.	22. 1 2 3 4 5
23. Understand the role of an adult educator.	23. 1 2 3 4 5

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR....

24. Use social skills which assist adult learners in developing a positive self-concept.	24. 1 2 3 4 5
25. Assess learning needs.	25. 1 2 3 4 5
26. Promote self-directed learning.	26. 1 2 3 4 5
27. Observe adult learners expressing their ideas freely.	27. 1 2 3 4 5
28. Assist in developing positive self-concepts by designing "success" opportunities for each learner.	28. 1 2 3 4 5
29. Provide curriculum for varying ability levels.	29. 1 2 3 4 5
30. Assist adult learners to develop positive attitudes towards lifelong learning.	30. 1 2 3 4 5
31. Establish a basis for mutual respect with adult learners.	31. 1 2 3 4 5
32. Identify the major functions of community agencies which serve the social, educational, and training needs of adult learners.	32. 1 2 3 4 5
33. Provide curriculum which stimulates a high level of aspiration.	33. 1 2 3 4 5
34. Recognize symptoms of physical deficiencies that may hinder performance.	34. 1 2 3 4 5
35. Apply instructional techniques which use the talents, abilities, and experiences of group members.	35. 1 2 3 4 5
36. Demonstrate a commitment to lifelong learning.	36. 1 2 3 4 5
37. Reinforce positive attitudes toward adult learning.	37. 1 2 3 4 5
38. Use community resources in the classroom.	38. 1 2 3 4 5
39. Use performance-based assessment procedures.	39. 1 2 3 4 5
40. Use relevant and effective instructional methods.	40. 1 2 3 4 5
41. Accept comments of adult learners with positive attitude.	41. 1 2 3 4 5
42. Relate adult developmental characteristics (sociological, psychological, and physiological) to curricula selection.	42. 1 2 3 4 5
43. Construct learning objectives with measurable outcomes.	43. 1 2 3 4 5
44. Develop conditions which facilitate learning.	44. 1 2 3 4 5
45. Participate in adult education staff development programs.	45. 1 2 3 4 5
46. Understand the purposes of adult education within the community.	46. 1 2 3 4 5

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR....

47. Provide continuous feedback to learners on their educational progress.	47. 1 2 3 4 5
48. Adjust instructional techniques to meet immediate learning needs.	48. 1 2 3 4 5
49. Interact constructively with adults. (Approachable, friendly, responsive, supportive).	49. 1 2 3 4 5
50. Relate effectively to people from a variety of cultural, economic, and occupational backgrounds.	50. 1 2 3 4 5
51. Provide opportunity for adult learners to participate in the evaluation of curriculum.	51. 1 2 3 4 5
52. Apply adult learning theory to the process of program development.	52. 1 2 3 4 5
53. Recognize signs of the potential adult dropout.	53. 1 2 3 4 5
54. Enroll in college courses for professional growth.	54. 1 2 3 4 5
55. Understand the national and state objectives and services of adult education.	55. 1 2 3 4 5
56. Invite learners to consider new roles in a changing society.	56. 1 2 3 4 5
57. Communicate in a coherent and logical manner.	57. 1 2 3 4 5
58. Respond positively to constructive criticism by making appropriate changes.	58. 1 2 3 4 5
59. Encourage the learner's growth through supportive communication.	59. 1 2 3 4 5
60. Participate actively in professional adult education organizations.	60. 1 2 3 4 5
61. Talk and act enthusiastically.	61. 1 2 3 4 5
62. Develop effective working relationships with adult learners.	62. 1 2 3 4 5
63. Assist adult learners in development of problem-solving skills.	63. 1 2 3 4 5
64. Use reinforcement techniques.	64. 1 2 3 4 5
65. Provide curricula which assists adult learners to acquire employment skills.	65. 1 2 3 4 5
66. Know the social structure and characteristics of the community.	66. 1 2 3 4 5
67. Provide practical activities for learning.	67. 1 2 3 4 5
68. Assist adult learners in acquiring social skills to relate to others.	68. 1 2 3 4 5
69. Identify needed topics and concepts of each subject taught.	69. 1 2 3 4 5

APPENDIX

Adult Educator Self-Assessment Inventory

ADULT EDUCATOR

SELF ASSESSMENT INVENTORY

PURPOSE

To provide the adult educator with the opportunity to make a self assessment of his or her perceived level of competence in relation to essential competencies.

DESIGN

This sixty-nine item instrument includes instructions, answer sheet, analysis key, and profile sheet.

PRODUCT

A profile is developed in relation to ten key competency statements.

Adult Educator

Self Assessment Inventory

A Project Conducted By

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College of Education
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In Cooperation With
State of Florida
Department of Education
Adult Education and Community Service Section
Tallahassee, Florida 32304

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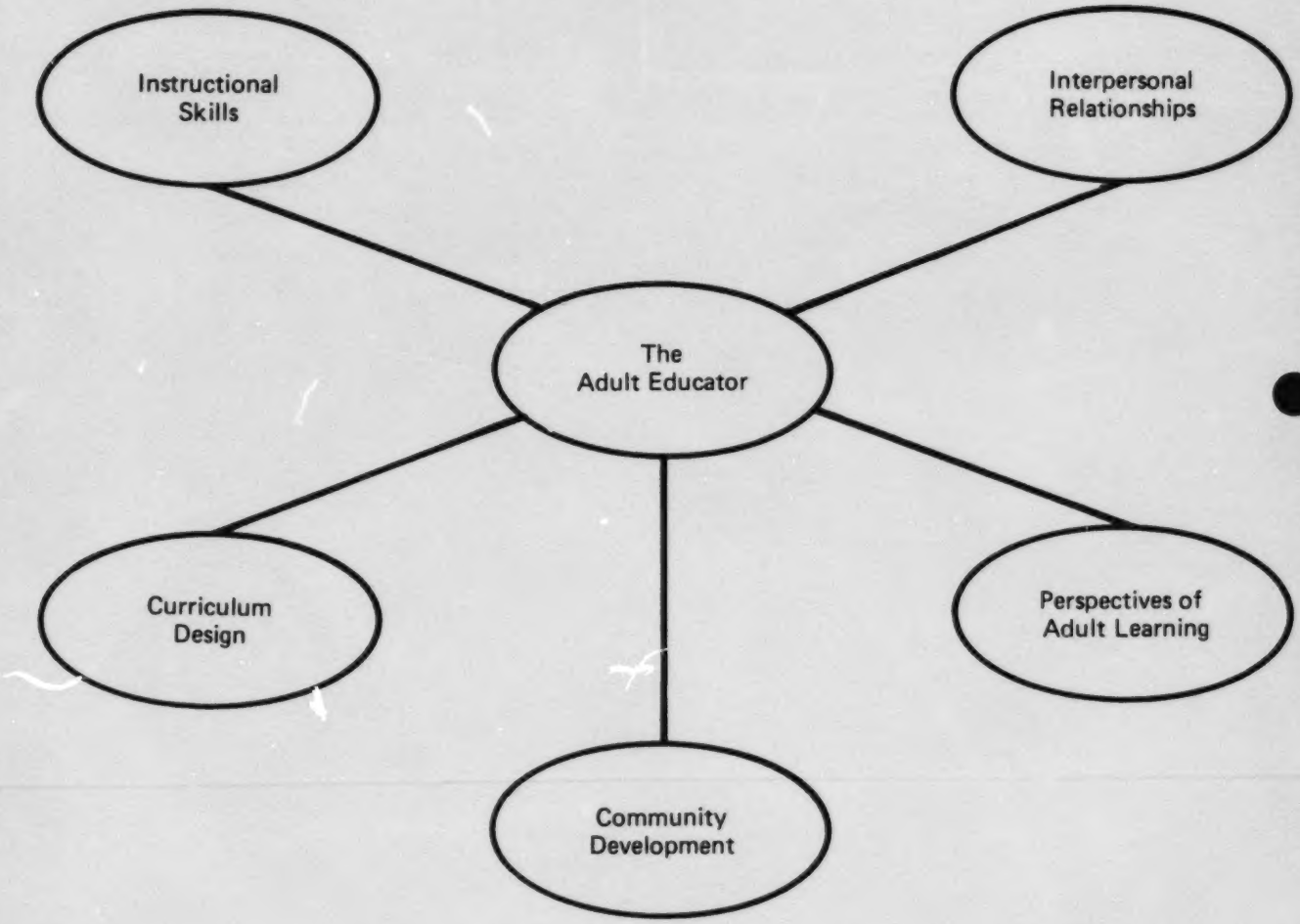
LIFELONG LEARNING IS

PERSONAL AND PROFESSIONAL GROWTH



A commitment to Adult Education is a commitment to learning for self and others.

ADULT EDUCATOR
SELF ASSESSMENT INVENTORY

PURPOSE

This instrument provides you with an opportunity to compare your perceptions of your performance and abilities as an adult educator with some important areas of concern. These areas relate to the role of the adult educator and were identified by practicing teachers of adults. It is hoped that you will carefully reflect on each statement and rate yourself accordingly.

This instrument is designed to be a professional and personal growth invitation. It is not intended to be used as a teacher evaluation or employment screening device.

The inventory includes a total of sixty-nine (69) items. These items directly relate to ten key statements. These key statements are essential competencies for an adult educator. They are the areas which you will be comparing yourself with.

Included with the inventory are an answer sheet, an analysis sheet, and a profile sheet. Instructions are provided to assist you in developing a profile of your performance relating to the ten key statements.

DIRECTIONS

This inventory includes statements relating to abilities or competencies which have been identified as important by a cross-section of adult educators. For each of items 1-69, indicate the degree of competence you think you now demonstrate. To assure a valid profile of competencies, it is essential that you respond

to every item. Mark your responses on the answer sheet provided. On the scale beside each item number on the answer sheet, circle the single numeral which best approximates your perception of your own competency regarding that item.

The five degrees of competency are defined as follows:

1. Have a slight degree of competency; a definite need for improvement.
2. Have some degree of competency; need for improvement.
3. Have a moderate degree of competency; some need for improvement.
4. Have a high degree of competency; may need improvement.
5. Have a superior degree of competency; no need for improvement.

EXAMPLE

To what degree do I, as a teacher of adults. . . . .

Item #	Item	
64	Use reinforcement techniques	1 2 (3) 4 5
Meaning:	This indicates a moderate degree of competency and some need for improvement.	

When you have responded to each of the 69 items, transfer your responses to the **Analysis Key** in order to group your responses relating to the ten key statements. Calculate your average "score" for each key statement according to the instructions given on the **Analysis Key**.

The **Profile Sheet** is designed to give you an overall illustration of your performance and abilities in relation to the ten statements. It is hoped that this illustration will be of assistance to you in personal and professional growth.

ADULT EDUCATOR SELF ASSESSMENT INVENTORY

TO WHAT DEGREE DO I as an adult educator . . . . .

1. Provide for learner self-evalution.
2. Use sequential, relevant short-range instructional objectives.
3. Communicate effectively with adult learners.
4. Solicit comments and expressions of adult learners.
5. Develop and organize curriculum reflecting needs of adult learners.
6. Help adults formulate their goals.
7. Provide a suitable learning environment.
8. Attend conventions and conferences relevant to professional growth.
9. Explain the role of adult education to both school and community.
10. Recognize processes involved in community change.
11. Diagnose entry knowledge and skill of adult learners for a given set of instructional objectives.
12. Assist adults in the development and use of learning skills.
13. Provide curricula which meets the individual's personal interests.
14. Relate learning to immediate application.
15. Identify potential employment or on-the job training opportunities within the community.
16. Assist individual adjustment to the changing nature of our society.
17. Keep records of class and individual progress.
18. Apply principals of group dynamics.
19. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.
20. Provide opportunities for adult learners to participate in curriculum development.
21. Develop appropriate goals and objectives for adult programs.
22. Read professional literature.
23. Understand the role of an adult educator.

TO WHAT DEGREE DO I as an adult educator . . . . .

24. Use social skills which assist adult learners in developing a positive self-concept.
25. Assess learning needs.
26. Promote self-directed learning.
27. Observe adult learners expressing their ideas freely.
28. Assist in developing positive self-concepts by designing "success"opportunities for each learner.
29. Provide curriculum for varying ability levels.
30. Assist adult learners to develop positive attitudes towards lifelong learning.
31. Establish a basis for mutual respect with adult learners.
32. Identify the major functions of community agencies which serve the social, educational, and training needs of adult learners.
33. Provide curriculum which stimulates a high level of aspiration.
34. Recognize symptoms of physical deficiencies that may hinder performance.
35. Apply instructional techniques which use the talents, abilities, and experiences of group members.
36. Demonstrate a commitment to lifelong learning.
37. Reinforce positive attitudes toward adult learning.
38. Use community resources in the classroom.
39. Use performance-based assessment procedures.
40. Use relevant and effective instructional methods.
41. Accept comments of adult learners with a positive attitude.
42. Relate adult developmental characteristics (sociological, psychological, and physiological) to curricula selection.
43. Construct learning objectives with measurable outcomes.
44. Develop conditions which facilitate learning.
45. Participate in adult education staff development programs.
46. Understand the purposes of adult education within the community.

TO WHAT DEGREE DO I as an adult educator . . . . .

47. Provide continuous feedback to learners on their educational progress.
48. Adjust instructional techniques to meet immediate learning needs.
49. Interact constructively with adults. (Approachable, friendly, responsive, supportive.)
50. Relate effectively to people from a variety of cultural, economic, and occupational backgrounds.
51. Provide opportunity for adult learners to participate in the evaluation of curriculum.
52. Apply adult learning theory to the process of program development.
53. Recognize signs of the potential adult dropout.
54. Enroll in college courses for professional growth.
55. Understand the national and state objectives and services of adult education.
56. Invite learners to consider new roles in a changing society.
57. Communicate in a coherent and logical manner.
58. Respond positively to constructive criticism by making appropriate changes.
59. Encourage the learner's growth through supportive communication.
60. Participate actively in professional adult education organization.
61. Talk and act enthusiastically.
62. Develop effective working relationships with adult learners.
63. Assist adult learners in development of problem-solving skills.
64. Use reinforcement techniques.
65. Provide curricula which assists adult learners to acquire employment skills.
66. Know the social structure and characteristics of the community.
67. Provide practical activities for learning.
68. Assist adult learners in acquiring social skills to relate to others.
69. Identify needed topics and concepts of each subject taught.

ADULT EDUCATOR
SELF ASSESSMENT INVENTORY

Please make a copy of the Answer Sheet, Analysis Sheet and Profile Sheet for your personal use. Please do not mark the pages in this booklet in order that other adult educators may use it.

ADULT EDUCATOR SELF ASSESSMENT INVENTORY
ANSWER SHEET

Directions: Circle the appropriate number for each item according to the directions at the beginning of the inventory.

1. 1 2 3 4 5	24. 1 2 3 4 5	47. 1 2 3 4 5
2. 1 2 3 4 5	25. 1 2 3 4 5	48. 1 2 3 4 5
3. 1 2 3 4 5	26. 1 2 3 4 5	49. 1 2 3 4 5
4. 1 2 3 4 5	27. 1 2 3 4 5	50. 1 2 3 4 5
5. 1 2 3 4 5	28. 1 2 3 4 5	51. 1 2 3 4 5
6. 1 2 3 4 5	29. 1 2 3 4 5	52. 1 2 3 4 5
7. 1 2 3 4 5	30. 1 2 3 4 5	53. 1 2 3 4 5
8. 1 2 3 4 5	31. 1 2 3 4 5	54. 1 2 3 4 5
9. 1 2 3 4 5	32. 1 2 3 4 5	55. 1 2 3 4 5
10. 1 2 3 4 5	33. 1 2 3 4 5	56. 1 2 3 4 5
11. 1 2 3 4 5	34. 1 2 3 4 5	57. 1 2 3 4 5
12. 1 2 3 4 5	35. 1 2 3 4 5	58. 1 2 3 4 5
13. 1 2 3 4 5	36. 1 2 3 4 5	59. 1 2 3 4 5
14. 1 2 3 4 5	37. 1 2 3 4 5	60. 1 2 3 4 5
15. 1 2 3 4 5	38. 1 2 3 4 5	61. 1 2 3 4 5
16. 1 2 3 4 5	39. 1 2 3 4 5	62. 1 2 3 4 5
17. 1 2 3 4 5	40. 1 2 3 4 5	63. 1 2 3 4 5
18. 1 2 3 4 5	41. 1 2 3 4 5	64. 1 2 3 4 5
19. 1 2 3 4 5	42. 1 2 3 4 5	65. 1 2 3 4 5
20. 1 2 3 4 5	43. 1 2 3 4 5	66. 1 2 3 4 5
21. 1 2 3 4 5	44. 1 2 3 4 5	67. 1 2 3 4 5
22. 1 2 3 4 5	45. 1 2 3 4 5	68. 1 2 3 4 5
23. 1 2 3 4 5	46. 1 2 3 4 5	69. 1 2 3 4 5

ANALYSIS KEY

Directions:

1. Complete the Answer Key below. Starting with column 1 (key statement #1), locate the items (in this case, Items 1, 11, 17, 25, 34, 39, 47) on your answer sheet and for each item enter the numeral (1-5) which you circled.

2. Total each column and divide the sum by the number of items in the column (rounding to the nearest whole number.) This will determine the average for that key statement.

3. Turn to the Inventory Profile sheet and enter the average for each key statement by inserting check marks in the appropriate boxes.

Key Statement #

8

Example	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
1 4	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____	7 ____	8 ____	9 ____	10 ____
21 3	11 ____	12 ____	18 ____	19 ____	13 ____	21 ____	14 ____	22 ____	15 ____	16 ____
40 5	17 ____	26 ____	27 ____	28 ____	20 ____	43 ____	30 ____	36 ____	23 ____	24 ____
63 4	25 ____	35 ____	31 ____	41 ____	29 ____	52 ____	37 ____	45 ____	32 ____	56 ____
71 3	34 ____	40 ____	49 ____	50 ____	33 ____		44 ____	54 ____	38 ____	68 ____
77 3	39 ____	48 ____	58 ____	59 ____	42 ____		53 ____	60 ____	46 ____	
	47 ____	57 ____	62 ____		51 ____				55 ____	
		63 ____	64 ____		65 ____				61 ____	
		67 ____			69 ____				66 ____	
6/ 4/22	7/____	9/____	8/____	6/____	9/____	4/____	6/____	6/____	9/____	5/____

PROFILE SHEET

Directions: Working from the Analysis Key, enter the average for each key statement by inserting checkmarks in the appropriate box.

Key Statements

1. Assess learning needs.
2. Use relevant and effective instructional methods.
3. Develop effective working relationships with adult learners.
4. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.
5. Develop and organize curriculum reflecting needs of adult learners.
6. Develop appropriate goals and objectives for adult programs.
7. Develop conditions which facilitate learning.
8. Demonstrate a commitment to lifelong learning.
9. Understand the purpose of adult education within the community.
10. Assist individual adjustment to the changing nature of our society.

	PROFILE				
	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

USE THIS INFORMATION TO ASSIST YOU IN LEARNING MORE ABOUT ADULT EDUCATION AND IMPROVING YOUR ABILITIES